Minutes of IET - Full Board - Meeting 6 - 2025-2026
Tuesday, 9 June 2026 at 10 am
IET board room, Exeter Road, Teignmouth, Devon TQ14 9HZ

Present
Paul Austin (PA) - Trustee
Stephen Lee (SL) - Chair of Trust Board
Paul Lilley (PL) - Trustee/Chair of FAR Committee
Gareth Regan (GR) - Trustee
Simon Shadbolt (SS) - Trustee, Safeguarding and SEND Link
Chris Taylor (CT) - Trustee
Ed Walker (EW) - Trustee
In Attendance
Tom Aubin (TA) – ROCK – for item 25/6/4.2 only
Jon Lasker (JL) - Director of Operations
Jon Newman (JN) - Director of Finance
Katy Quinn (KQ) - CEO
Annabelle Thomas (AT) – Director of Primary Education
Fran Townsend (FT) - Trust SEND Lead
Gaby Willis (GW) - Trust Governance Officer and Company Secretary
Emma Wood (EW) - Director of People
Apologies
Paul Cornish (PC) - Executive Director of Education
Richard Given (RG) - Trustee
Niki Glew (NG) - Trustee
Lorraine Heath (LH) - Trustee
Lee Sargeant (LS) - Trustee

25/6/1.1	**Welcome and Apologies**
DISCUSSION	
The Chair thanked the Board for their flexibility in rescheduling the meeting from 12 May due to availability. Apologies for absence were noted from NG, RG, LH, LS and PC. It was explained that PC was attending an 'excellence boost' at Windsor Academy Trust, and the Board discussed this initiative. The Board welcomed AT, the new Director of Primary Education, and FT, the Trust SEND Lead, to the meeting.	

25/6/1.2	**Declarations of Interest (for this meeting and any amendments to register of business interests)**
None received.	

25/6/1.3	Appointment by EDEN of Foundation Director for second term – Rev Gareth Regan wef 16 May 2026
The Board noted the re-appointment of GR as a Foundation Director for a second four-year term by EDEN, effective from 16 May 2026. GR confirmed that as part of the process, the diocese required him to complete two hours of refresher training which he had undertaken, The Board congratulated GR on his reappointment for a second term as Foundation Director and expressed their appreciation for GR's continued service.	

25/6/1.4	For information - Appointment by members for second term – Paul Austin wef 1 June 2026
The Board noted the reappointment by members of PA for a second four-year term as a Trustee, effective from 1 June 2026 and acknowledged the significant commitment this represented.	

25/6/2.1	Celebrations across our trust
DISCUSSION	
FT reported on the successful delivery of a trust-wide training package on emotionally based school non-attendance. The programme, modelled for trust professionals and designed to be cascaded by school leaders, was attended by eight parent carers, trust professionals from Dawlish College, Newton Abbot College, Teignmouth Community School, and Cockwood Primary School, and the new SENDCo for Kenton. KQ noted this initiative aligns with the Trust's attendance priorities and builds on a successful pilot at Teignmouth. Feedback and reflections were requested to refine the approach, and the Board noted the strong turnout and commitment to improving attendance for vulnerable learners.	
A series of celebrations were shared regarding the significant improvements at Starcross Primary School. AT reported on a successful visit from school improvement advisor, Sarah Ryder, who suggested the school could achieve 'strong' ratings in several areas in its next Ofsted inspection, a significant improvement from its "very weak place" in September 2023. EWo shared staff survey results showing the likelihood of staff recommending the school had risen from 5% in June 2024 to 84% in February 2026. When asked by SL, EmW clarified this was alongside a reshaping of the staff team. The Board expressed strong support for this progress, with SL praising the work of all involved and CT noting that a 'strong' rating is effectively the new 'outstanding'.	
JN shared his experience from 'We Are Ivy Week', during which he visited a well-attended community event at Cockwood Primary School on the village green. The event, driven by school staff, included maypole dancing and cream teas, fostering community spirit and social capital. The Board acknowledged the hard work of the staff and the positive impact of such events in creating lasting memories for the children and the wider community.	
JL celebrated the quality and impact of new people joining the central team and the team's resilience when staff members leave. He attributed this to the clarity of the Trust's strategic mission, which had enabled business services to become "slicker" and allowed the team to be strengthened without additional resources. The Board noted the clarity of the Trust's mission and the strategic leadership that enabled smooth transitions and continued service delivery.	
KQ reported on the growing alignment across the Trust's schools, driven by the clear strategic game plan. She noted this clarity had simplified recent discussions on KPIs. Looking ahead, she expressed excitement for the second year of the plan, which will focus on the 'Ivy pledge' and the 'Grow Great People' training offer. KQ felt the organisation's maturity and collaborative culture now allowed for greater alignment in areas like a shared primary curriculum and safeguarding training. SL agreed this demonstrated continued "forward momentum".	

25/6/3.1	Minutes of Previous Meetings - Matters arising from the meetings held on 24 February 2026 • 20 March 2026 (EGM) (Part II) • 23 April 2026 (EGM)
DISCUSSION	
KQ provided an update on matters arising, reporting that the TCS sixth form closure proposal was with the DfE and that the 24 students affected by the proposed closure had all been found positive alternative destinations for the following year.	

25/6/3.2	Minutes of Previous Meeting - Accept the minutes of the previous meeting as a true and accurate record
DECISIONS	
All minutes for previous meetings were accepted without amendment.	

25/6/4.1	Ivy Education Trust - The work of the SEND PLC
DISCUSSION	
FT presented the work of the SEND PLC since September. This began with a SEND summit in collaboration with Windsor Academy Trust, which helped create a shared vision for inclusion based on research and a 'consensus circle' activity. This led to a bottom-up development of the Trust's vision statement. A key development was the shift from 'strands of SEND' to 'threads of inclusion' to encompass a broader range of needs. The six threads are: High Quality Inclusive Teaching (HQIT), HQIT+ (interventions), High-Quality Professional Development, Early Identification, Partnerships, and Transitions. These are supported by 'inclusion boosters' such as culture and data. FT reported that the SEND PLC delivered workshops to colleagues at the Trust development day in February. Next steps include refining the strategic response by splitting into a SEND Best Practice Network and a strategic Inclusion PLC; rolling out a programme for Emotionally Based School Non-Attendance (EBSNA) based on a successful pilot; and further refining the principles of inclusion.	
The Board discussed the importance of measuring the success of the inclusion strategy, with KQ highlighting that success would be reflected in improved SEND outcomes and attendance.	
The Board explored the strengths-based approach underpinning the inclusion strategy. KQ gave the example of using internal 'Experts at Hand' to pilot and then roll out new initiatives, which involved reorganising time rather than new expenditure. FT elaborated on the EBSNA programme as a model for developing efficient, high-impact interventions that could be scaled up.	
The Board discussed the variability in SEND provision across Trust schools, with FT attributing differences to identification processes, local authority practices, and the correlation between disadvantage and SEND.	
QUESTION AND ANSWER	
Clarity was sought on how the Board would measure the success of the SEND inclusion strategy, particularly in light of potential funding reductions, and what success would look like for vulnerable individuals and their families.	It was acknowledged that measuring success with potential funding constraints is a critical challenge. The focus would be on influenceable areas, such as using evidence-based arguments to challenge the local authority on funding discrepancies between mainstream and specialist settings. The guiding principle is to focus on what the Trust can change by leaning into its internal expertise. It was stated that success would be evaluated through improved SEND outcomes and attendance, with a high-support, high-challenge model ensuring efficiency

	and impact.
The Board requested clarification on the scope of the inclusion strategy, specifically whether it extended beyond SEND to include disadvantaged students and those known to social care, as well as the current state of SEND provision across the Trust.	The inclusion strategy was confirmed to have been deliberately broadened to encompass all students requiring additional support, not just those with SEND, with the goal of building capacity across all staff. The Trust's current position was described as having 'degrees of variance' and 'pockets of excellence' in some schools where SEND students outperform their peers. The strategy aims to reduce this variance by sharing best practice, alignment, a shared language, and a graduated approach to inclusion.
Concerns were raised about the scalability of the inclusion strategy, particularly in managing an influx of students with additional needs if the Trust becomes known for its strong provision.	Scalability was recognised as a challenge. The response would be to continue providing well and to upskill all staff over time through professional development and deliberate practice. It was noted that having a clearly articulated 'offer' for each school is key, so parents/carers know what is available and the school can resource its provision effectively. Managing in-year transitions was also highlighted as an important part of this work.
An explanation was sought for the significant variance in SEND identification and registration rates across Trust schools, with a query as to whether different criteria were being applied.	It was confirmed that schools use different criteria for placing pupils on the SEND register. This variance was attributed to several factors, including differences in how need is identified, different demographic populations (as higher disadvantage correlates with higher SEND), and inconsistencies in local authority services. It was noted that the SENCO decides who is on the register.
SUPPORT	
PL commended FT's presentation as excellent, highlighting its clarity and credibility. CT also praised the presentation for its conciseness and clarity in addressing the complex issue of SEND.	
SL expressed strong support for the strengths-based approach and the focus on utilising internal expertise to address SEND challenges, commending the creative thinking behind the inclusion strategy.	

25/6/4.2	Ivy Education Trust - The work of our digital transformation project team
DISCUSSION	
The Board welcomed the remote attendance of Tom Aubin from ROCK, who were leading the digital transformation project. JL explained the project's primary aim was to harmonise the Trust's multiple Microsoft 365 and Google tenants into a single, unified system for improved efficiency, supportability, and cost-effectiveness. He noted a sub-project involved infrastructure investment at Newton Abbot College and that the overall project would improve the Trust's security posture and readiness for future technologies like AI.	
TA from ROCK outlined the tenant consolidation project. He described the current siloed system of seven different entities as inefficient and costly. He explained the new centralised model would provide consistent security policies and better supportability, and a repeatable blueprint for adding or removing schools, thereby improving compliance with regulations like GDPR. The goal was to establish a compliant and stable platform, enabling the Trust to focus	

on innovation rather than basic maintenance.
The discovery phase at Newton Abbot College, TA noted, revealed an 'advanced' but 'over-engineered' and overly complex infrastructure. Simplification was necessary, he observed, and the discovery process had uncovered previously unknown networking equipment. The project was moving into the integration phase, with the 'landing zone' tenancy build starting the following week and end-user training plans being developed. Newton Abbot College would serve as the blueprint for the rest of the schools.
The project, JL emphasised, represented a necessary foundational investment to address basic system failures and provide equity of digital access and experience for staff and students across all schools. This baseline standard, he stated, was a prerequisite for leveraging future opportunities like AI for organisational efficiency. The Board was encouraged to challenge the planning assumptions and end-state goals of the project.
The Board discussed the long-term IT operating model. JL stated that a final decision had not been made but envisioned a hybrid model where the in-house team would handle day-to-day maintenance. KQ noted the Trust's difficulty in competing for IT talent and suggested a hybrid model was likely. EW stressed the importance of being deliberate in defining this model to avoid high costs. It was noted that the project would also transform the work of the internal IT team, moving them away from basic hardware fixes towards more skilled work, and that the Trust had an obligation to upskill and support them through this transition.
The importance of incident and change management in the new digital landscape was addressed by TA, who stressed the need for a proactive approach to IT operations. The discussion concluded with JL expressing reassurance about the project's progress and the mitigation of risks.

QUESTION AND ANSWER	
Clarity was sought on the current state of the Trust's digital systems, whether they were broken or fixable, and what short-term measures were recommended to ensure safety and security.	It was confirmed that while the systems were functional, they were not streamlined, optimised, or fully secure. A recent phishing incident was cited as an example of a vulnerability that the new, consolidated system would prevent. Immediate improvements were required to address security vulnerabilities, such as inconsistent password policies. It was also noted that the current data security permissions were not robust enough for the safe implementation of AI tools like Copilot, and the project was essential to establish the necessary compliance and controls.
The process for setting and rolling out policies was questioned, including for user access, password formats, file storage, and wi-fi access, along with how staff would be trained on them.	It was explained that policies would be developed collaboratively between the Trust's executive team and ROCK, discussed in weekly project meetings with the newly appointed Head of IT. It was noted that a call with the headteacher of Newton Abbot College was scheduled to define user groups and hierarchies to inform the policy structure. Policies would be finalised before rollout, and staff training would be conducted to ensure compliance and understanding.
Concerns were raised about the practicalities of the go-live day, specifically how to ensure staff could access the new system without disruption.	Reassurance was provided that the go-live at Newton Abbot College was planned for the start of the new term in September, with staff returning two days before pupils.

	This window would be used for on-site support from ROCK, including drop-in clinics and structured training on an INSET day, to ensure all staff were set up on the new system before teaching began. A period of 'Hypercare' support would follow.
The long-term vision for the IT operating model was questioned, particularly regarding the balance between internal capability and reliance on external consultants for ongoing maintenance and support.	It was acknowledged that a definitive long-term model had not been decided, with the immediate focus being on establishing a stable baseline. The potential future model involved a hybrid approach, combining internal capability for routine maintenance and day-to-day operations, with strategic guidance from an external partner for novel or significant issues. The goal was to upskill the internal IT team while leveraging ROCK's expertise for innovation and high-level support.

SUPPORT

KQ expressed gratitude to TA and ROCK for their work, noting that they had provided value beyond the contractual agreement. She highlighted their crucial on-site support at Newton Abbot College during a 'risky' exam period, which she believed was essential for the school's operations.

ACTIONS

Provide an in-depth progress update with slides for the next Board meeting.	JL

25/6/4.3	Ivy Education Trust - Termly CEO Report

DISCUSSION

KQ introduced her report, stating that the Trust was moving in a positive direction with a clear mission, increased collaboration, and more sustainable structures. Strengths included the 'We Are Ivy' initiative and strong relationships with families and local communities. Three strategic challenges were identified: attendance, particularly in secondary schools; the increasing complexity of SEND; and financial sustainability due to falling pupil rolls.

Highlighting the delivery of the High-Quality Inclusive Teaching model, professional coaching, and curriculum refinement, KQ described progress in teaching and school improvement. Zero suspensions or exclusions at Teignmouth Primary School in the last half-term were noted by KQ, who attributed this to a new pre-exclusion meeting strategy and increased staff capacity.

It was noted that secondary school suspensions remained too high, particularly at Dawlish College, although permanent exclusions across the Trust were low. Regarding Ofsted readiness, schools in the inspection window had been assessed against the new framework. The main risks for secondary schools were identified.

KQ concluded her report by acknowledging the challenges but emphasising the overall picture of increasing coherence and collaboration. She agreed, noting that improvements at Newton Abbot and Teignmouth had shone a spotlight on Dawlish.

QUESTION AND ANSWER

Clarity was sought on how schools were performing against their BIE attendance targets, which had been referenced as the floor standard.	It was explained that six schools were currently above their BIE targets, while two, Dawlish and Kenton, were not. The situation at Kenton was attributed to a significant number of traveller children and a high number of term-

	time holiday requests. It was noted that despite being below its target, Kenton's attendance was above the national average for primary schools.
Clarity was sought on the reasons for pupils choosing elective home education (EHE), particularly at Newton Abbot College.	It was explained that many cases stemmed from parents reaching a crisis point where they felt the school could not meet their child's needs, a situation frequently linked to SEND. The Board was reassured that the number had halved compared to the previous year, with 24 students currently electively home educated, down from 44. It was also noted that these pupils often re-enter the school system after a period of elective home education with significant learning gaps.
The feasibility of Dawlish College's improvement across multiple areas under the new Ofsted framework was questioned, given its current performance in attendance, behaviour, and attainment.	It was acknowledged that Dawlish College was at risk of receiving a 'needs attention' judgement in multiple areas, including attainment, attendance, and behaviour. While Newton Abbot College and Teignmouth Community School showed improvements, Dawlish had not demonstrated similar progress, with attendance worsening and suspensions increasing compared to the previous year.

SUPPORT
CT expressed his satisfaction with the report of zero exclusions and suspensions at Teignmouth Primary, noting it was a significant improvement and that the school should be acknowledged. He expressed hope that this trend would continue.
SL commended the Trust's focus on specific schools rather than generalising across all secondary schools, interpreting this as a sign of overall progress.
DECISIONS
The Board agreed to invite the Attendance PLC to present at the July meeting to provide assurance on strategies addressing attendance challenges.
ACTIONS

Include a chart of Ivy attendance targets for each school in the next weekly attendance report.	KQ, JN
Organise representatives of the Attendance PLC to present on the PLC's work for the July Board meeting.	KQ, PC, GW

25/6/4.4	Ivy Education Trust - Risk Register (Annual review by Trust Board in line with ATH.)
DISCUSSION	
PL supported JL, stating that while risk registers are important for recognising risks and having contingency plans, it is not possible to plan for every eventuality. He emphasised the need for a 'workable risk'.	
KQ noted that a Finance, Audit and Risk (FAR) Committee meeting was scheduled before the end of the year and would review the risk register as part of their delegated responsibilities.	
QUESTION AND ANSWER	
Clarity was sought on what action was required from	It was noted that the regular monitoring and review of the

the Board regarding the risk register.	risk register is undertaken by the FAR Committee and that the board is required, in line with the ATH, to review the register at least once per annum. JL acknowledged that a cycle of reviews had been missed due to operational challenges, so a number of actions had not been updated since the FAR Committee reviewed the register in April. It was noted that a line-by-line review would not be conducted by the Board, but specific areas of challenge could be discussed.
The necessity of revisiting the risk register once the missed review cycles were completed was questioned.	It was explained that the main area requiring adjustment concerned procurement, specifically what additional actions could be taken to mitigate against supplier failure and ensuring this was reflected in the business continuity plan.
A query was raised regarding the timeline for addressing the procurement risk, specifically whether it would be completed by the next board meeting.	Assurance was given that recommendations and initial thoughts on the matter could be prepared for the next board meeting.

SUPPORT

PL commended and thanked JL for being 'absolutely stoic' in his ability to address operational challenges and implement quick solutions such as the recent situation with preferred supplier, Fresha, entering liquidation.

DECISIONS

The Board agreed that their statutory duty regarding the annual review of the risk register had been fulfilled for this cycle, with no further immediate actions required beyond JL's commitment to address procurement risks and bring this to the FAR Committee in July for the usual, delegated monitoring.

ACTIONS

Provide recommendations and initial thoughts on procurement risk mitigation, including actions to mitigate supplier failure and business continuity planning, for review at the July FAR meeting.	JL

25/6/5.1	FAR Committee meeting held on 5 May 2026

DISCUSSION

PL presented the FAR Committee report from the meeting on 5 May 2026. The discussion focused on the Trust's future financial stability and the ongoing centralisation journey, aimed at making the Trust 'fit for purpose' amid financial constraints. PL clarified that centralisation was not about reducing resources. The Committee had reviewed the accounts (available to all trustees on GovernorHub): GAG income was on budget, while regeneration-related income was significantly higher due to improved local authority processing and a proactive SEND team. Staff costs were as expected, but central costs had risen due to the expansion of the centralisation team, which was not considered an ongoing concern. The overall consolidated financial position was described as broadly unchanged.

The Committee discussed the primary financial challenges, including the potential impact of unfunded pay rises for staff due to inflation being higher than the government's 2% target. This also included broader inflationary pressures on energy and other costs. The challenge of maintaining a break-even budget while protecting the nominal level of reserves without negatively impacting educational delivery or reducing headcount was also acknowledged.

Several positive financial developments were noted. Pupil numbers at Newton Abbot College (NAC) were higher, with KQ confirming the school had met its PAN for the first time in three years, which was expected to bring additional income. Strong numbers were also reported at Cockwood, and the addition of Kenn pre-school was seen as a potential long-term benefit. The closure of Teignmouth's sixth form was highlighted as the correct financial decision, with KQ and JN confirming it had made balancing the budget significantly easier and reduced potential redundancy costs through successful staff redeployment.
The Board discussed other items from the FAR committee. It was noted that £500,000 had been placed in an investment account, currently yielding a return roughly in line with inflation. An update was provided on the ongoing lease dispute with Teignbridge District Council; JL explained that a Part 36 offer had been agreed to settle the dispute and mitigate legal costs. The Board remained hopeful that the ultimate solution would be the construction of a new sports hall at Dawlish College as part of the SRP. It was also reported at the FAR meeting that the catering supplier, Fresha, had gone into liquidation, and JL was commended for swiftly implementing a contingency plan to ensure minimal disruption.
PL concluded by summarising the Trust's financial position as 'okay' but reiterated that the key challenges required close monitoring.

25/6/6.1	LGBs - Formal ratification of change to constitution of primary phase LGBs
DISCUSSION	
GW introduced the proposed change to the constitution of the primary phase Local Governing Bodies (LGBs), noting that it aligned with the new leadership structure effective from 1 May 2026, which removes the role of Executive Headteachers. It was noted that the relevant document had been shared on GovernorHub and had received full support from primary LGBs and Trust Leaders. SL invited questions or comments from the Board and none were received.	
DECISIONS	
The Board formally ratified the change to the constitution of the primary phase LGBs, removing the role of Executive Headteachers and ex-officio governor appointments in line with the new leadership structure effective 1 May 2026.	

25/6/6.2	LGBs - Cockwood, Kenn CofE and Kenton Primary Schools
Nothing for this meeting	

25/6/6.3	LGBs - Dawlish College
Nothing for this meeting.	

25/6/6.4	LGBs - Newton Abbot College
DISCUSSION	
Following a recent "Red" rated governance health check report from the Trust Governance Officer (TGO) SS (currently acting as chair of governors) reported that the Newton Abbot College (NAC) LGB was fragile, with key concerns around the effective functioning of the governing body particularly in areas such as the link monitoring and reporting and informed question and challenge of the school leadership and data provided.	
Operational questions received via the comms sheet have been passed to the Executive Team for consideration and	

response.
SUPPORT
SL thanked SS for agreeing to continue chairing the NAC LGB to provide continuity while a support strategy was implemented, acknowledging that this was not the original plan when SS was appointed as a trustee.
DECISIONS
The Board agreed that a support strategy for the Newton Abbot College LGB should be implemented, rather than removing its delegation, to strengthen governance capacity and address the “Red” rated governance health check findings without delay.

ACTIONS	
Develop and implement a support plan for the Newton Abbot College LGB to address governance weaknesses identified in the TGO’s health check.	KQ, SS, GW
Trustees to advise GW if they would be willing to attend a NAC LGB meeting to demonstrate effective governance and question/challenge in action to support the LGB’s development.	All, GW
KQ and/or PC to attend the next NAC LGB meeting as part of the support plan.	KQ, PC

25/6/6.5	**LGBs - Starcross Primary & Teignmouth Primary Schools**
DECISIONS	
The Board formally approved the appointment of Gareth Walters as Chair and Rebecca Flint as a co-opted governor.	

25/6/6.6	**LGBs – Teignmouth Community School**
The Board agreed to formally appoint Jane Russell for a second term as a co-opted governor, Michael Wigmore for a second term with a change in category from parent governor to co-opted governor, and Lauren Fletcher as a new parent governor. The resignation of Jessica Phillips as parent governor was formally acknowledged.	

25/6/7.1	**Policies and Procedures - GAG Pooling Policy**
It was noted that all policies under this agenda item had been reviewed and discussed at length by the FAR Committee and questions were invited from the Board.	
DECISIONS	
Updates to the policy were formally adopted.	
ACTIONS	
Upload to website.	GW

25/6/7.2	**Policies and Procedures - Gifts & Hospitality Policy**
It was noted that the FAR Committee had completed their review of the Gifts & Hospitality Policy, confirming that their duties in this regard had been discharged.	
DECISIONS	
Updates to the policy were formally adopted.	
ACTIONS	
Upload to website.	GW

25/6/7.3	Policies and Procedures - Complaints Policy and Procedure - Addition of Data Protection Complaints section and form
DECISIONS	
The Board approved the updated Complaints Policy and Procedure, which included the addition of a Data Protection Complaints section and form, as recommended by PHP Law and reviewed by the FAR Committee due to the data protection element.	
ACTIONS	
Upload to website.	GW

25/6/7.4	Policies and Procedures - CCTV Policy
DISCUSSION	
It was confirmed that the FAR Committee had reviewed the CCTV Policy.	
DECISIONS	
Updates to the policy were formally adopted.	
ACTIONS	
Upload to website	GW

25/6/7.5	Policies and Procedures - GDPR Policies and Privacy Notices
DECISIONS	
The Board approved the reviewed GDPR Policies and Privacy Notices as presented, following their review by PHP Law, the DPO, and the FAR Committee: Data Protection Policy; Privacy Notices - Post-16 Careers and Destinations; School Visitors; Telephone Recording, Meeting Transcripts and CCTV; and a Staff Protocol for use of AI.	
ACTIONS	
Upload to website.	GW

25/6/8.1	Training and Visits - Details of any training undertaken by Trustees for this period
Nothing to report for this meeting.	

25/6/8.2	Training and Visits - Feedback on any recent school visits and notice of any that are planned
DISCUSSION	
SL reported on LS's positive link visit to TCS noting LS is also an Ofsted inspector. SL advised that he had visited Dawlish College, Starcross and Teignmouth Primary and would visit NAC and TCS in the near year. SL further advised that he planned to visit every school during his first year to familiarise himself with them but was keen not to interfere with the established link trustee relationships.	
EW reported that he had visited Kenton and Newton Abbot College (NAC), describing the visits as positive. He added that he would be presenting a 'day in the life of consulting' to 200 Year 8 pupils as support for NAC's careers and also expressed his intention to revisit Kenton, noting its new headship.	
SUPPORT	
KQ and SL expressed support for the positive feedback from school visits, particularly LS's feedback on TCS and	

EW's planned careers day at NAC (for which thanks were given).
The Board collectively recognised the value of trustee engagement with schools.

25/6/9.1	Part II Item
This item was discussed under Part II.	

Following the conclusion of the Part II item, and there being no other business, the Chair closed the meeting at 12.30 pm.

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