

# Diocese of Gloucester Academies Trust

## Report to the Trust Board

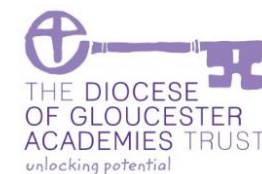
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**December 2018**

## Outcomes for Children / School effectiveness – Helen Springett (Item 3b)

### DGAT Data Overview - All Trust Schools 2017/18



Key Stage 517 pupils	Below GLD 2017	Below GLD 2018	Above GLD 2017	Above GLD 2018	National GLD 2017	PP %achieving GLD 2017	PP %achieving GLD 2018	Non PP %achieving GLD 2017	Non PP %achieving GLD 2018	National % of PP achieving GLD 2017
EYFS	21% 99/471	24% 122/517	79% 372/471	76% 395/517	71%	70% 32/46	57% 32/56	80% 340/425	81% 375/465	52%

Key Stage1	Phonic Screening Check % attaining 2017	Phonic Screening Check % attaining 2018	National % of Pupils attaining Phonic screening check	PP No of Ch and % attaining Phonic Screening 2017	PP No of Ch and % attaining Phonic Screening 2018	Non PP No of Ch and % attaining Phonic Screening 2017	Non PP No of Ch and % attaining Phonic Screening 2018	National % of PP achieving Phonic screening check 2016 by end of Year 2
Yr 1 531 pupils	84% 315/376	87% 460/531	82%	69% 24/35	67% 39/58	85% 291/341	90% 425/473	70%
Year 2 % by end of year 2 combined 512	94% 195/229	96% 490/512	92%	97%	96%	95%	94%	86%

Year 2 Pupils 512 pupils	Expected				Greater Depth				Disadvantage Expected				Disadvantaged Greater Depth			
	Trust 2017	Trust 2018	National 2017	National 2018	Trust 2017	Trust 2018	National 2017	National 2018	Trust 2017	Trust 2018	National 2017	National 2018	Trust 2017	Trust 2018	National 2017	National 2018
<b>Reading</b>	82% 287/349	81% 416/512	75%	75%	30% 106/349	29% 150/512	25%	26%	70% 30/43	75% 56/75	78%	N/A	14% 6/43	24% 18/75%	24%	N/A
<b>Writing</b>	72% 252 /349	75% 383/512	68%	70%	18% 62/349	19% 96/512	16%	16%	51% 22/43	63% 47/75	70%	N/A	5% 2/43	15% 11/75	16%	N/A
<b>Maths</b>	77% 269 /349	81% 417/512	75%	76%	25% 86/349	25% 127/512	21%	22%	58% 25/43	69% 52/75	77%	N/A	9% 4/43	20% 15/75	20%	N/A
<b>Combined RWM</b>	69% 240/349	70% 357/512	N/A	N/A	11% 37/349	13% 67/512	NA	N/A	47% 20/43	57% 43/75	NA	N/A	0% 8/75	10% 8/75	NA	N/A

Year 6 Pupils 366 pupils	Expected				Greater Depth				Disadvantage Expected				Disadvantaged Greater Depth			
	Trust 2017	Trust 2018	National 2017	National 2018	Trust 2017	Trust 2018	National 2017	National 2018	Trust 2017	Trust 2018	National 2017	National 2018	Trust 2017	Trust 2018	National 2017	National 2018
Reading	75% 237/317	76% 278/366	71%	75%	30% 95/317	31% 115/366	30% 95/317	N/A	57% 26/45	51% 35/69	71%	N/A	22% 10/45	16% 11/69	25%	N/A
Writing	80% 255/317	81% 297/366	76%	78%	13% 40/317	21% 77/366	13% 40/317	N/A	71% 32/45	65% 45/69	79%	N/A	7% 3/45	9% 6/69	18%	N/A
EGPS	74% 234/317	75% 275/366	77%	78%	24% 77/317	26% 94/366	24% 77/317	N/A	64% 29/45	52% 36/69	78%	N/A	18% 8/45	12% 8/69	31%	N/A
Maths	74% 233/317	74% 271/366	75%	76%	21% 68/317	20% 73/366	21% 68/317	N/A	60% 27/45	49% 34/69	75%	N/A	11% 5/45	10% 7/69	23%	N/A
Combined RWM	62% 196/317	64% 237/366	61%	64%	7%	N/A	7%	N/A	44% 20/45	36% 25/69	48%	N/A	4% 2/45	N/A	4%	N/A
Convertor Academies	65%	67%	65%	67%	11%	8%	10%	11%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Sponsored Academies	51%	50%	52%	57%	1%	5%	5%	7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Year 6	Average Scale Score				Disadvantaged Scaled Score			
	Trust 2017	Trust 2018	National 2017	National 2018	Trust 2017	Trust 2018	National 2017	National 2018
Reading	105.2	104.7	104	105.0	102.7	100.3	104	N/A
Writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
EGPS	105.5	104.2	106	106.0	103.6	100.1	106	N/A
Maths	103.7	103.4	104	104.0	101.5	99.3	104	N/A

Year 6	Trust 2017	Trust 2018	National academies 2017	Convertor Academies 2017	Convertor Academies 2018	National Convertors 2017	Sponsored Academies 2017	Sponsored Academies 2018	National Sponsored 2017
Reading	+1.58 (3.2—1.4)	-0.3 (+3.6 - -6.0)	-0.2	+1.25 (-1.4 - +3.2)	+0.17 (+3.6 - -6.0)	0.1	+0.85 (+1.2 - +0.5)	-1.55 (-3.4 - +0.2)	-0.8
Writing	-1.57 (+2.1 - -8.6)	+0.4 (+3.0 - -1.9)	0.1	-1.5 (+2.1 - -8.6)	+0.66 (+2.6 - -2.2)	0.1	-1.0 (-2.0 - 0)	-0.1 (+3.0 - -1.9)	0.2
EGPS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Maths	-0.88 (3.25- -4.0)	-1.12 (+2.3 - -6.8)	0.0	-0.86 (+3.25 - -4.0)	-1.0 (+2.3 - -6.8)	0.1	-2.55 (-2.7 - -2.7)	-1.15 (+0.9 - -2.7)	-0.3

### So what....

Progress scores for the trust show a decline in progress measures from 2017 overall for all, convertors and sponsored academies in reading and maths. Discussion with HT's identifies issues with pupils finishing the reading test and being able to answer the deeper questions such as "what does the author intend in this phrase..." Issues in maths surround reasoning. Writing showed increase. Increased confidence in assessment as a result of the changed framework and greater clarification around what is expected.



## Steps Attainment Summary

Years 2, 6 - All Pupils (941/941), Filter: All Schools

12 November 2018  
Autumn 2 2018-2019

Year 2 (531 pupils)	Number of Pupils (%) assessed in each Band or above as at Year 2 Autumn 2							
Subject	No Assess	P4-P7 40-60W	P8 40-60S	1B	1W	1S	2B	2W
Reading		531 (100.0%)	529 (99.6%)	526 (99.1%)	508 (95.7%)	455 (85.7%)	288 (54.2%)	14 (2.6%)
Writing		531 (100.0%)	528 (99.4%)	525 (98.9%)	505 (95.1%)	461 (86.8%)	237 (44.6%)	
Maths		531 (100.0%)	529 (99.6%)	527 (99.2%)	512 (96.4%)	463 (87.2%)	261 (49.2%)	
<b>Combined</b>		<b>531 (100.0%)</b>	<b>528 (99.4%)</b>	<b>523 (98.5%)</b>	<b>502 (94.5%)</b>	<b>438 (82.5%)</b>	<b>201 (37.9%)</b>	

Year 6 (410 pupils)	Number of Pupils (%) assessed in each Band or above as at Year 6 Autumn 2															
Subject	No Assess	1S	2B	2W	2S	3B	3W	3S	4B	4W	4S	5B	5W	5S	6B	6W
Reading		410 (100.0%)	409 (99.8%)	408 (99.5%)	408 (99.5%)	408 (99.5%)	407 (99.3%)	405 (98.8%)	404 (98.5%)	402 (98.0%)	396 (96.6%)	392 (95.6%)	377 (92.0%)	358 (87.3%)	255 (62.2%)	12 (2.9%)
Writing		410 (100.0%)	409 (99.8%)	408 (99.5%)	407 (99.3%)	406 (99.0%)	404 (98.5%)	403 (98.3%)	401 (97.8%)	399 (97.3%)	396 (96.6%)	383 (93.4%)	373 (91.0%)	336 (82.0%)	183 (44.6%)	7 (1.7%)
Maths		410 (100.0%)	409 (99.8%)	409 (99.8%)	406 (99.0%)	406 (99.0%)	404 (98.5%)	404 (98.5%)	404 (98.5%)	402 (98.0%)	398 (97.1%)	394 (96.1%)	381 (92.9%)	351 (85.6%)	243 (59.3%)	14 (3.4%)
<b>Combined</b>		<b>410 (100.0%)</b>	<b>409 (99.8%)</b>	<b>408 (99.5%)</b>	<b>406 (99.0%)</b>	<b>405 (98.8%)</b>	<b>403 (98.3%)</b>	<b>403 (98.3%)</b>	<b>401 (97.8%)</b>	<b>399 (97.3%)</b>	<b>392 (95.6%)</b>	<b>381 (92.9%)</b>	<b>366 (89.3%)</b>	<b>323 (78.8%)</b>	<b>163 (39.8%)</b>	<b>6 (1.5%)</b>

On this basis at KS1 - standards should be at least sustained and should show an increase from 2018 data.

KS2 data also shows significant impact and should demonstrate improved outcomes. We need to track Maths closely to ensure that this is the case.



## Steps Attainment Summary

12 November 2018  
Autumn 2 2018-2019

Years 2, 6 - Pupil Premium = Yes (128/941), Filter: All Schools

Year 2 (56 pupils)	Number of Pupils (%) assessed in each Band or above as at Year 2 Autumn 2						
Subject	No Assess	P8 40-60S	1B	1W	1S	2B	2W
Reading		56 (100.0%)	55 (98.2%)	50 (89.3%)	42 (75.0%)	24 (42.9%)	3 (5.4%)
Writing		56 (100.0%)	54 (96.4%)	50 (89.3%)	42 (75.0%)	21 (37.5%)	
Maths		56 (100.0%)	56 (100.0%)	51 (91.1%)	43 (76.8%)	27 (48.2%)	
Combined		56 (100.0%)	54 (96.4%)	49 (87.5%)	40 (71.4%)	19 (33.9%)	

Year 6 (72 pupils)	Number of Pupils (%) assessed in each Band or above as at Year 6 Autumn 2													
Subject	No Assess	2B	2W	2S	3B	3W	3S	4B	4W	4S	5B	5W	5S	6B
Reading		72 (100.0%)	71 (98.6%)	71 (98.6%)	71 (98.6%)	70 (97.2%)	69 (95.8%)	69 (95.8%)	69 (95.8%)	66 (91.7%)	65 (90.3%)	62 (86.1%)	55 (76.4%)	33 (45.8%)
Writing		72 (100.0%)	71 (98.6%)	70 (97.2%)	70 (97.2%)	69 (95.8%)	69 (95.8%)	67 (93.1%)	67 (93.1%)	67 (93.1%)	63 (87.5%)	61 (84.7%)	50 (69.4%)	23 (31.9%)
Maths		72 (100.0%)	72 (100.0%)	70 (97.2%)	70 (97.2%)	70 (97.2%)	70 (97.2%)	70 (97.2%)	70 (97.2%)	67 (93.1%)	67 (93.1%)	61 (84.7%)	53 (73.6%)	32 (44.4%)
Combined		72 (100.0%)	71 (98.6%)	70 (97.2%)	70 (97.2%)	69 (95.8%)	69 (95.8%)	67 (93.1%)	67 (93.1%)	65 (90.3%)	63 (87.5%)	57 (79.2%)	45 (62.5%)	18 (25.0%)

PP initial data shows that at KS1 attainment for reading should be in line with 2018 data and should exceed 2018 data for writing and maths. Gap is close to all pupils' national average.

KS2 data shows that data currently indicates pupils should be exceeding results for previous years. Combined also looks much stronger. Challenge is to sustain this attainment.

## Exclusions as of 28.11.18

Compared with 2017 data the number of exclusions at this time of the year has reduced

	Number of schools that have excluded	Number of fixed term exclusions	Number of permanent exclusions	Number of Pupils involved	Type of offence – brief details	Repeat offence	How many days this year?
2018	5	7	0	6	Violence towards staff and pupils and persistent disruptive behaviour	Yes except in one case.	14.5
2017	6	15	1 overturned	10	Violence towards staff and pupils and persistent disruptive behaviour	Yes except in one case.	40.5 days (over half a term teaching and learning lost)

## HT performance management

All schools have had their HT Performance management undertaken and completed by the end of the month. HOSI and CEO have undertaken these. As a result HOSI and CEO have been into all schools to complete this task, discussed previous year's performance where appropriate and agreed with the selected governor's performance against previous targets. Report for Trustees will be produced to evidence main areas of focus for the year ahead will be shared when completed.

Main areas for targets in this next academic year include focus in improving outcomes for EYFS pupils, KS2 pupils focus, particularly with reading and maths. Recognition across several schools this year that the dip in reading was because of need to adopt whole class guided reading sessions to explicitly teach these deeper reading skills as well as ensuring the quality of text covered by the pupils was sufficiently challenging. In maths, greater clarity is needed about what reasoning is and how it is taught. Support from GLOW maths in place and schools are working with each other to address this.

Leadership targets focussed for many on enhancing and developing further middle leaders. Recognition that this would enhance outcomes for all. Other leadership target included re-imagining schools vision in preparation for future SIAMS, developing and extending schools early help offer and reviewing structure of future leadership team.

Other targets included achieving wider targets for the school such as P4C bronze awards, developing greater understanding of what outstanding schools look like as well as reviewing whole school approaches to teaching reading and ensuring manageable work life balance is in place.

CPD ranged from desire to train as SIAMS/Ofsted inspector and being accepted on and completing CE PQH

**Overview** - of HT's undertaken: 63% HT had fully met their targets. 27% had partially met their target. Governing bodies were individually making recommendation's regarding pay.

## Developing Leaders across the trust

Various initiatives have been put into place this term to address leadership for staff. Aspirant leaders programme commenced in the summer term with an introductory session. There will be 7 sessions across the year. Session written, led and delivered by Helen and Sally Johnson Headteacher at Winchcombe Abbey CE Primary School. Outside speakers have been brought into the programme to talk about leadership and skills outside of education. Aim High Leadership consultant will be working with participants in summer term and 360 feedback will be undertaken. All participants will have to complete a project throughout the year and feedback to the group and their headteachers in the summer term.

19 participants from across the trust from 11 trust schools and 1 participant from Bibury. Feedback from participants so far has indicated that this has been well received. Headteachers have commented that in future they would not send leaders on NPQML but would send them on this and then send direct to the NPQSL. Intention would be to run the programme again in the next academic year but additionally run the programme for other schools to sign up to as well at a cost to make some money for the trust.

Leadership training has been purchased for all HT's as a result of their feedback in the summer term questionnaire. First session focussed on leadership of self and related to addressing issues in headteachers own emotional resilience. This session was very much appreciated by leaders and several commented on the usefulness and appropriate nature of this session. Before the next session on using coaching skills to secure improvement, Headteachers will undertake a 360 review which will not be shared with the trust but will be entirely for their own leadership development.

DHT group planned and first session will take place in January 2019. First session will explore common themes for future planning and then a bespoke package of learning will be together to address these needs.

We are hugely excited that we have 6 participants from our schools who have applied and been accepted on the C of England foundation for leaderships National Professional Qualification for Headship. We wrote a bid in consultation with the Diocese of Bath and Wells and Bristol to pay for the cost of this course and were successful in being awarded £24k between the three dioceses. All of our participants have been allocated a member from within the trust to support on their leadership journey. The course will commence in the summer term 2019.

### **Developing Teaching and Learning across the trust**

Our first English Subject leader twilight session was held on 20.11.18. This session was led by Sarah Le Templier, an ex-moderator and part of the South Gloucestershire English team. Focus of this first session was on developing a mastery approach for teaching of writing. Sarah explained a system she uses in her own teaching in two schools now, and which has been introduced into 3 other trust schools. One in the summer when moderated was highly commended for the quality of work produced as a result and the evidence that all pupils, including those less able pupils. There was 19 attendees including 3 headteachers who all found the session very useful. The next session decided by those attending will be on developing reading further.

Jackie Buckland has planned and has written to all HT's to let them know about our first "teachmeet" which will run after the Christmas holidays. This will be a session led by Helen Tate in the first instance, but the subsequent sessions will be led either in full or in part by our own teachers. We have secured some sponsorship from a publishing company, to offer teachers the opportunity to win some resources for their classes. We are hugely hopeful that this session will be well received.

Our action research teams continue to meet across the trust, led by Nick Moss HT at Minchinhampton and for maths by Penny Howard, the HT at Longney CE Primary School in conjunction with GLOW maths.

A large focus this academic year has been on developing vocabulary within the curriculum to maximise outcomes for pupils. This links with the national focus on curriculums led by Ofsted currently.

New mastery group will commence in the New Year to support more teachers with mastery in maths. This will be led by one of our own teachers who has just completed his mastery leader training with GLOW maths.

Additionally our trust inset date will focus on Maths and Vision. External support from Janine Blinko bought into the trust to lead session for teachers on key areas of mathematical understanding which teachers are selecting. Andy Wolfe from the national church will also be supporting this day.

Helen Tate Early Years Consultant has been booked to work with the schools across the trust to review the quality of provision for our very youngest pupils in our Nursery Settings. HOSI will accompany her for some of these visits.

### **Training Offer**

Our training offer across the trust continues to develop and extend to ensure that our key staff are obtaining the support and development that they need. All of this training is free to our schools. We have ensured that we have sourced quality providers from within and outside the trust to offer training for key personnel. We are confident that the quality of the provision offers our staff the very best of deals.

## **4. VISION, ETHOS AND GROWTH STRATEGY - Rachel Howie (Item 4)**

### **New business**

Newnham St Peter's – due diligence has been undertaken and a report will be available at the meeting on the outcomes of this. Officers will make a recommendation on the risks associated with this school joining the Trust

St Matthew's CofE Primary school has recently been judged to require Special Measures and has received an Academy Order. Initial due diligence is being undertaken at the beginning of December and a verbal update will be given at Trust Board meeting

## **LEADERSHIP AND GOVERNANCE – Rachel Howie (Item 5)**

### **Annual review of skills and board composition (Items 5a and 5b)**

Please see the attached matrix of skills for the board.

With the resignation of Rev Ruth Fitter **the board are asked to consider a replacement Trustee.**

**The Trust Board is asked to send a representative to the next Chairs of Governors forum meetings** which are to be held on Tuesday evening 29 January 2019

6:30-8:30pm – Church House Committee Room (West of Cathedral Entrance – Reception)

Tuesday evening 30 April 2019

6:30-8:30pm – No. 4 College Green, Jerusalem Meeting Room

### **Annual Plan (Item 5c)**

Please see the attached document outlining the progress on the annual plan for the Autumn term.

## **BUSINESS AND FINANCE Kerry Brimfield (Item 6)**

### **Finance**

### **DGAT Accounts for the Year-Ended 31 August 2018**



The Trust was given a clean audit and Bishop Fleming thanked the team for presenting them with such a clean audit file.

The Draft accounts were reviewed by the Audit and Finance Committee meeting on 16 November 2018, and the final accounts will be presented to the members at the AGM on 10 December 2018. (See separate papers)

### **Reports to the Academies**

The majority of DGAT academies have received their 'Chart of Accounts' income and expenditure reports for the 2 months to 31 October 2018. All academies are now in receipt of their confirmed final balances.

### **ESFA Returns**

Work has commenced on the Annual Accounts Return which is due to be submitted by 21 January 2019.

The Land & Buildings Return was submitted by the deadline of 31 October 2018.

The End of Year Certificate (EOYC) for the Teachers' Pension Scheme has been completed satisfactorily and submitted.

### **Estates**

#### **School Condition Allocations (SCA)**

Initial communication has been sent out to all schools explaining what the SCA programme is, the activity of the working group, that the Trust will be undertaking condition surveys which will inform the decision making process and that further information will be provided in December.

Mature drafts of all documentation will be presented at the 5 December Estates and Free School Committee meeting and any recommendations coming out of that group will be discussed at the Trust Board meeting on 10 December 2018.

#### **Treetops Nursery**

Remodelling snagging issues have been resolved.

A separate report regarding the viability of the nursery will be published on 6 December following a review of the provision on 4 December 2018.

#### **Asbestos removal at Dursley**

The asbestos removal at Dursley C of E Primary Academy has been completed and air tests have determined that the area is now safe to use. We are awaiting the final invoices for the works however we are anticipating a final cost in the region of £129,000 which will be around £24,000 less than expected for.

#### **Insurance**

The insurance claim for water escape at Dursley to the value of around £6,000 has been lodged. A claims handler has visited the site and we await the outcome of the claim.

A further claim will be submitted for the loss of resources which were removed as part of the asbestos programme.

#### **Significant Risks**

The key current risks the Trust is facing are:

- Financial strains on academy budgets
- Central staffing review

- The selection of schools joining the Trust – moral v commercial imperative
- Refusal of planning appeal for the permanent Clearwater site

## **Clearwater C of E Primary Academy**

### **Permanent Build**

On 27 November 2018 Kenneth Stone BSc (Hons) DipTP MRTPI, an Inspector appointed by the Secretary of State for Communities and Local Government, opened the public inquiry into the appeal by the Department for Education for planning to be granted to erect a two form entry primary school on the land at Clearwater Drive, Quedgeley, Gloucester.

There had been five reasons for refusal:

- Loss of important open space
- Location of playing fields and MUGA close to residencies
- External lighting
- Level differences
- Noise

Prior to the enquiry evidence was prepared to argue or mitigate each of the above reasons for refusal. The documents are on public record and can be found here: <http://glcstrplnngl2.co.uk/online-applications/appealDetails.do?activeTab=summary&keyVal=PAO29ZHM00B00>

Alternatively use the ref: 1800006REFUSE on the Gloucester City Planning Portal search facility.

In parallel to preparing the inquiry evidence negotiations were held with Gloucester City Council to prepare and agree a list of conditions if the planning decision were to be overturned at appeal.

The team for the appellant (ESFA / DGAT) put forward three witnesses to take the stand at the inquiry: Liz Fitzgerald, Director and planning expert from Barker Parry Town Planning; James Duffy an Associate and highways and transport planning expert from Jubb and Andrew Rickard and acoustic expert from Mach Acoustics, all led by David Forsdick QC.

The City Council did not put forward any experts to take the stand. During the inquiry the City's Counsel also confirmed that he would not be cross examining any of the appellant's witnesses.

As this was a public inquiry 3<sup>rd</sup> parties were able to attend and had the opportunity of making statements and asking questions of any of the witnesses and those who had provided statements which had been included in the appeal paperwork. These statements had been provided by: Kate Moss, headteacher of Clearwater C of E Primary Academy; Clare Medland, Head of Commissioning for Learning from Gloucestershire County Council and Kerry Brimfield, COO of DGAT.

Ten members of the public wished to make statements and amongst these was a representative from the Quedgeley Town Council and Mark Hawthorn, Councillor for the Quedgeley area and Leader of the Council. All statements were opposed to the planning application.

The inspector talked through the list of conditions to enable him to have an understanding of the position of both sides.

Although the inquiry had been scheduled to last for four days, the inspector asked both sides to present their closing statements at the end of the first day. Once again, the City's Counsel did not wish to make a closing statement, David Forsdick QC made a compelling statement and the inspector closed the inquiry.

The inspector planned to visit the Clearwater site on the morning of 28 November, will consider the case and then write his report. It can take up to 3 months before the outcome of the public inquiry could be known although it was asked if there could be a quicker turnaround due to the deadline of 15 January 2019 for admission applications for the Reception places in September 2019.

When debriefing, David Forsdick QC stated that he had been expecting a smooth and relatively easy inquiry however this had been even smoother and easier than he could have hoped for.

In summary the inquiry is now complete and although we await the outcome we are extremely optimistic about receiving a positive decision.

### **Temporary Accommodation**

With the current temporary solution for Clearwater fast approaching its capacity, work has been underway to identify and secure an alternative site for the Clearwater community to move into for September 2019.

A number of sites had been put forward, these include: The Crypt School, Beaufort Co-operative Academy, a unit on Olympic Park and a farm behind the old Hardwicke School.

Through a process of elimination the Beaufort and Olympus Park sites were visited by the ESFA, LocatED, Kate Moss and Kerry Brimfield as those sites were identified as the most suitable. Following the site visits it was clear that the unit in Olympic Park was the preferred solution.

The unit is in the Quedgeley area, has parking, external area which can be adapted and secured for an outside play area and sufficient space to create classrooms, a hall, offices, intervention and staff welfare areas. The ESFA have now confirmed that funding has been secured and we can therefore get the fit-out scope of works drawn up, agreed and procured.

The unit will comfortably be ready for occupation in September 2019 and we hope may be earlier. The main delay at this point would be the signing off of designs and exact costs by the ESFA.

As far as the accommodation for Clearwater goes, this is the most positive position we have ever been in.

### **ICT contract**

Contract successfully novated. Legacy issues now fully resolved by new contractor many of which had been long standing and had negatively impacted on teaching and learning.

### **Catering**

Meetings have been held with the Local Authority to discuss the issues the schools have been facing with the delivery of the current contract. Measures have been put in place to resolve a number of the quality and delivery issues which predominantly leaves the costs of the meals as the biggest barrier. Further feedback is being gathered from the schools before a final meeting with the Local Authority on 10 December.

At this point there will be a clear decision regarding the number of schools wishing to now remain within the County Contract and those which will wish to continue with the retendering project.