

Parents Meeting to discuss Academy status.

19th October 2016.

3.15 – 4.00pm



'Educational Excellence Everywhere.'
White Paper, March 2016.

- ***A world-leading education system that challenges the highest performing countries in the world.***
- ***Address financial challenges for the public sector.***

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508447/Educational_Excellence_Everywhere.pdf



'Educational Excellence Everywhere.' White Paper, March 2016.

Page 15-16.

1.41.

This white paper sets out how, by the end of 2020, all remaining maintained schools will be academies or in the process of conversion.

1.42.

We will take new powers to direct schools to become academies in local authority areas which are underperforming or where the local authority no longer has capacity to maintain its schools; or where schools have not started the process of becoming an academy by 2020.

This process will be complete by the end of 2022, by which point local authorities will no longer maintain any schools, so they can focus on delivering their core functions.

1.46.

- a. We expect most schools will form or join MATs so proven educational models can spread and grow, and the best leaders can extend their influence by running multiple schools. Children will benefit from ... better teaching and a broader curriculum and more opportunities.
- b. The best MATs will flourish, taking over and turning around weaker schools, while underperforming MATs will be challenged and their schools passed to better leadership



Sir David Carter [National Schools Commissioner] plan

- NSC Plan – Priority 4: Developing a structure for MAT growth
 - Starter Trusts (1-5)
 - Established Trusts (6-15)
 - National Trusts (16-30)
 - System Leader Trusts (30+)
- 1200 students in a MAT is the smallest viable number.
- 15% of primary schools and over 60% of secondary schools are already Academies.



Who makes the decisions about Academy status?

THE REGIONAL SCHOOLS COMMISSIONERS



MARTIN POST

South central England and north-west London. Based in Hemel Hempstead



SIR DAVID CARTER

South-west England. Based in Bristol



TIM COULSON

East of England and north-east London. Based in Cambridge



JANET RENOU

North. Based in Darlington



DOMINIC HERRINGTON

South-east England and south London. Based in Croydon



PANK PATEL

West Midlands. Based in Coventry



PAUL SMITH

Lancashire and West Yorkshire. Based in Manchester



JENNY BEXON-SMITH

East Midlands and Humber. Based in Sheffield

The eight RSC office locations



Advantages of Multi Academy Trust status. *DfE*

- **Better learning progression for children.**
 - Strong collaboration can lead to better progress and attainment for pupils and help schools meet rising expectations.
- **Recruitment, retention and professional development of staff.**
 - School leaders, teachers and other staff can be shared across more than one school, enabling schools to find different solutions to recruitment challenges, retain the best staff in the Trust if not in the same school.
 - Shared professional development can more easily be arranged, whether led by staff from one of the partner schools or an outside body.
- **Efficient Management of Resources.**
 - Economies of scale and collective purchasing made possible within larger groups help schools cope better with shrinking budgets.
 - Groups of schools can find it easier to recruit and fund specialist teachers, data, finance, health and safety specialists and to provide richer curricular and extra-curricular activities.
 - Licences / Subscriptions
 - Staff costs e.g. SENCO, Payroll, HR



Compelling reasons for creating a Multi-Academy Trust between Wollaston School and Primary feeder schools.

- We already have strong links with several of our primary feeder schools. We do valuable work together for the benefit of Primary and Secondary students, including the following:
- Student language leaders work with Primary feeder schools to help develop primary students' and their own language skills.
- Student sports leaders work with Primary schools to run mini Olympic events and other sporting opportunities. This enhances opportunities for Primary students and enhances personal development skills of Secondary students.
- Our schools already have a strong transition programme from Year 6 into Year 7 and this will be enhanced by working more closely together.
- Wollaston School hosts a big science day, which helps to develop Primary and Secondary science curriculum links and supports primary science teaching.
- The new Primary curriculum has changed radically and so working closely together will enable Secondary teachers to understand the progress that students have made at Primary school and overcome what has sometimes been described as the wasted years in 'Year 7 dip'. Schools may also be able to develop more consistency, so that all students arriving in the Secondary phase have a common shared experience.



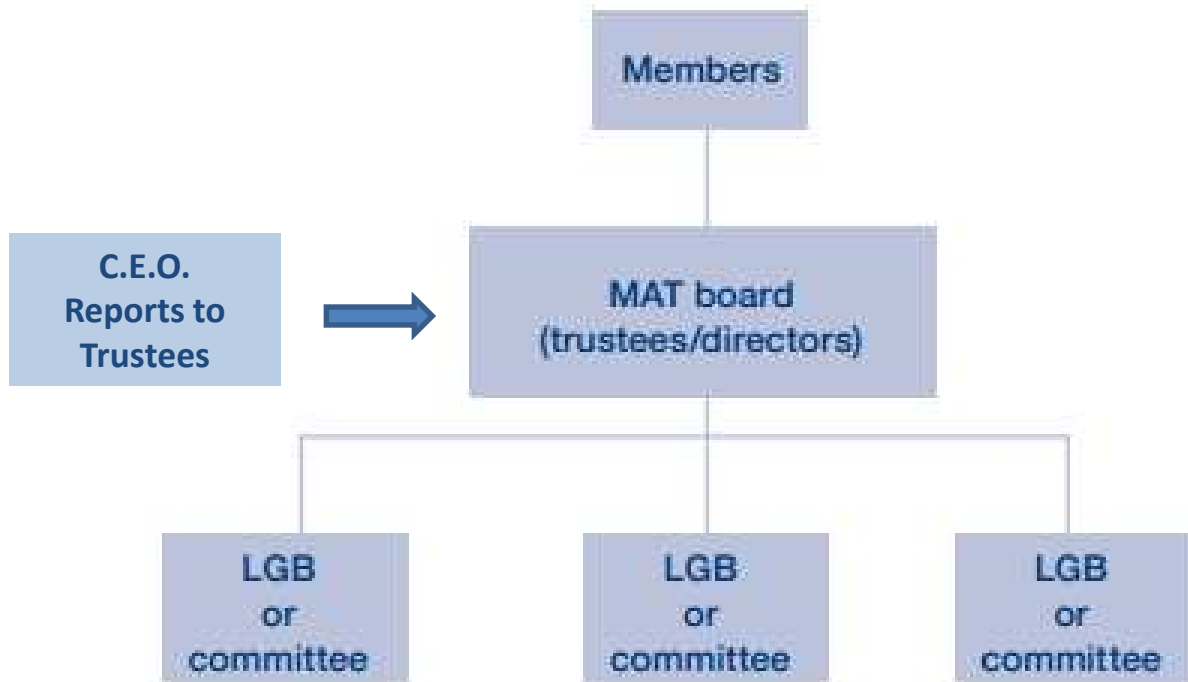
Disadvantages of Multi Academy Trust status.

- **Additional costs and responsibilities formerly met by the Local Authority.**
 - Licences / Subscriptions
 - Cost of student admissions management
 - HR advice and legal support
 - Responsibility for land and fixed assets.
 - Insurance at specified minimum levels of cover to protect against potential capital emergencies.
 - Structural employment change – redundancy, early retirement

- **Loss of autonomy by individual schools.**
 - Systems and Operating procedures eg. Common Information Management System
 - Common curriculum, e.g. agreed modern foreign languages
 - Assessment and reporting system
 - Building projects



Model of Governance.



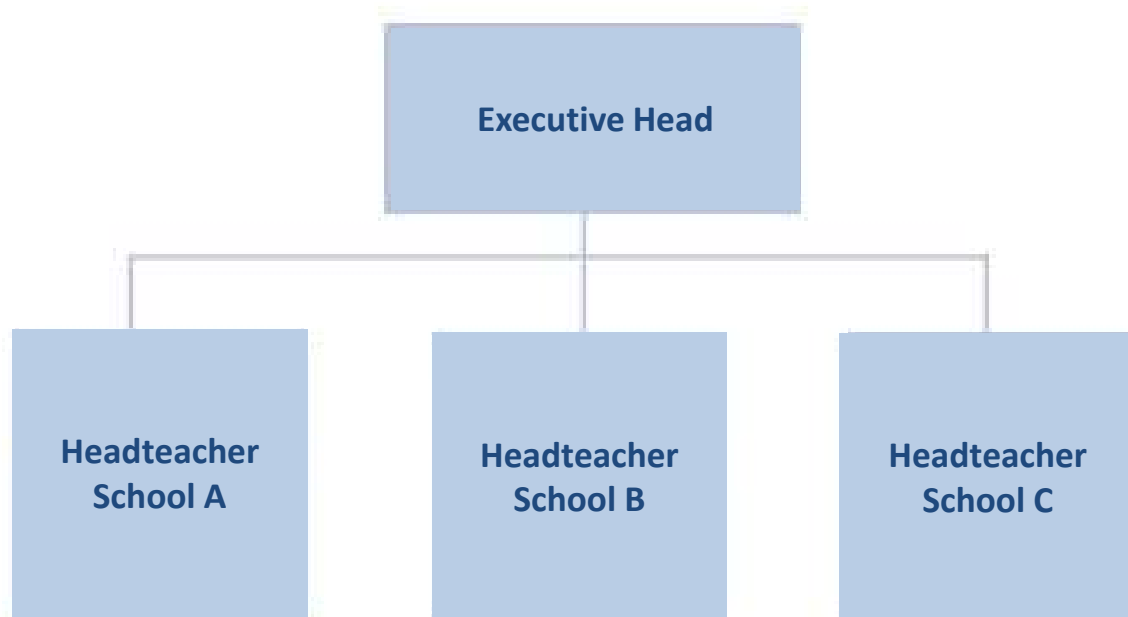
← Members. [3-5]
Likely to be distinguished educational or business profile locally. Members can't be employees.

← Members appoint the Board of Directors. [5-10] Not necessarily all current governors. Includes Chair, finance director, S.I.P.

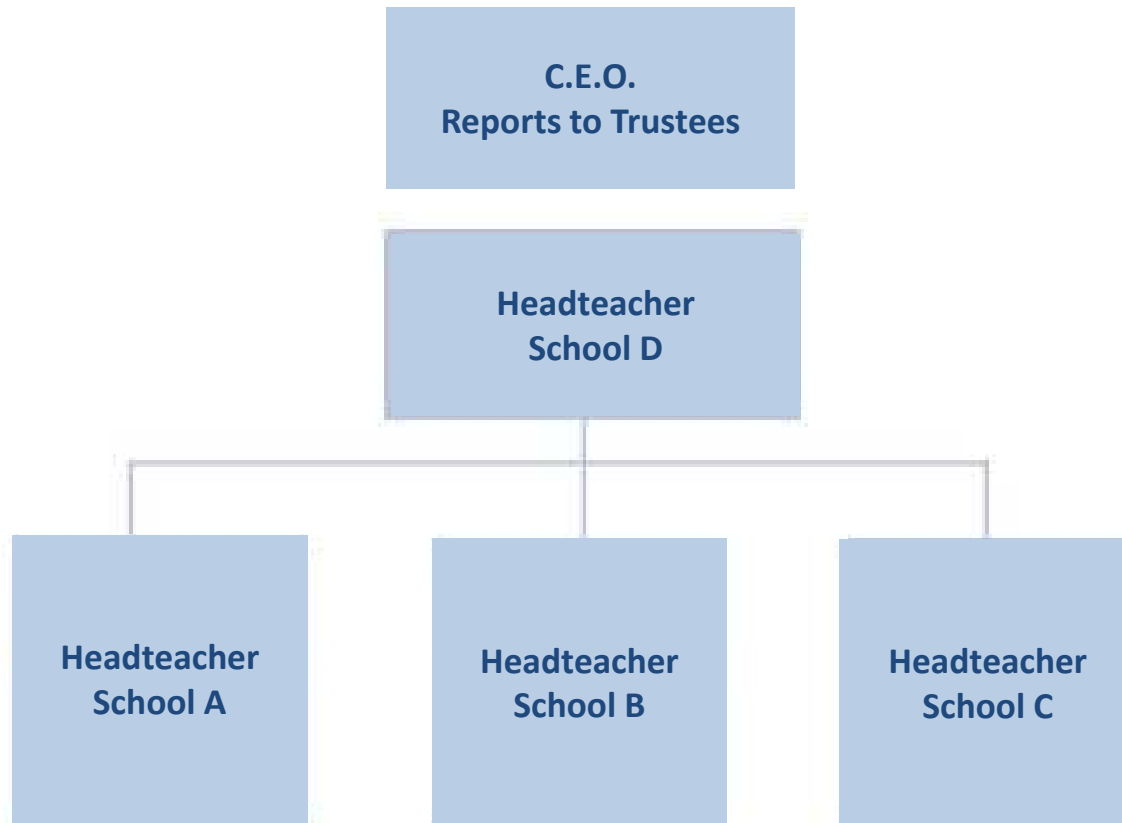
← Local Governing Body. Now a committee rather than ultimate authority. Has local influence in individual schools, but concedes overall control to MAT board. E.g. staff pay.



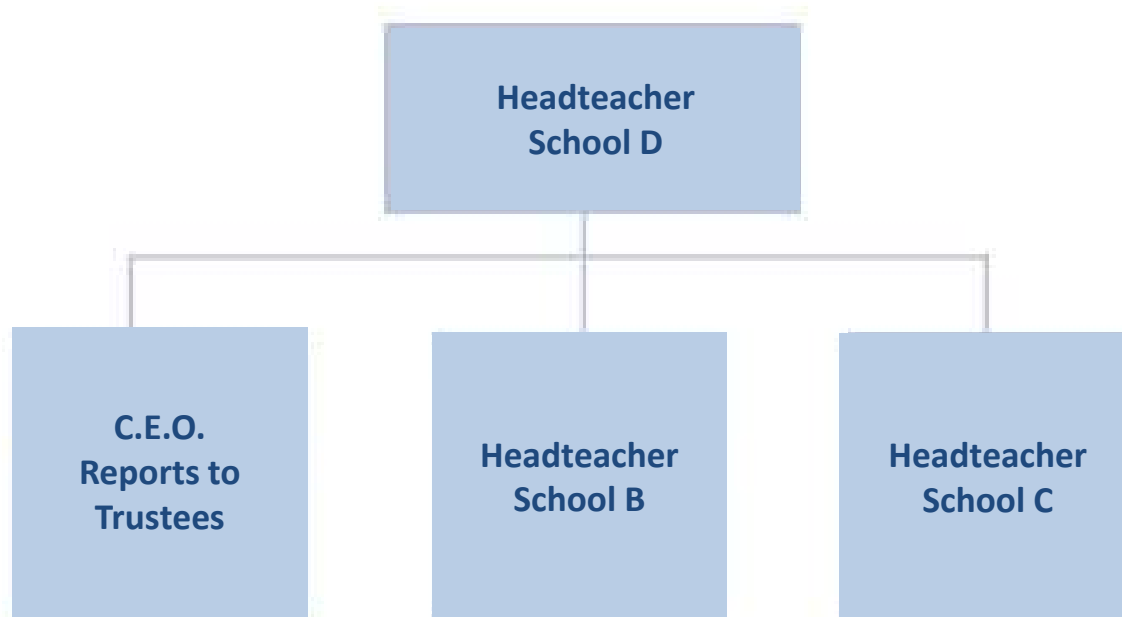
Models of leadership



Models of leadership



Models of leadership



Key questions

- What is the group's vision for its schools?
- What is the management structure of the group?
- What specific difficulties are to be overcome in joining the group?
- How does the group approach governance, leadership and decision-making? Which decisions are made centrally and which at an individual school level?
- What is the financial model on which the group operates? Does it take a 'top slice' of each school's budget? What percentage is that? What services do schools get in return?
- What is in the Scheme of Delegation?



How might day-to-day life at Wollaston School be different for students? Who decides?

Responsibilities for different decisions are agreed through a document called the 'Scheme of Delegation'.

- The Board of Directors would make long term strategic decisions about the running of the school. Examples might include:
 - Major building project
 - Financial decisions in excess of £50 000
 - Admissions
- The Headteacher and leadership team of the individual schools would continue to make key decisions about the running of the school.
 - School name
 - School day
 - Uniform
 - Curriculum subjects and options
 - Lunch arrangements



Process and timeline

- September 2016. Governors decide to pursue MA status.
- Identify Primary / other partners
- Liaise with RSC to agree suitable structure for MAT and appointment of Members and Board of Trustees.
- MAT board of trustees work with partners to agree a Scheme of Delegation.
- Submit application to DfE. Negotiate detail.
- Receive Academy order.
- Receive Conversion Grant [£25 000 per school]
- Appoint legal support for conversion process.

Declare MAT status by September 2017?

