

Proposed Academy conversion and Multi Academy Trust formation (MAT)

Sutton Coldfield Learning Partnership. (SCLP)

Boldmere Infant & Nursery, Boldmere Junior, Holland House Infant and Nursery, Minworth Junior & Infant, New Oscott Primary and Penns Primary.

We are incredibly proud of our school communities- pupils, staff, governors and parents. We share a strong, caring ethos and common set of values which enable us to work together effectively to both challenge and support each other to drive forward school improvement and ultimately outcomes for pupils of our local communities.



Agenda

6.00pm – Welcome, introductions and background to date

6.10pm – PowerPoint presentation

6.40pm – Summary

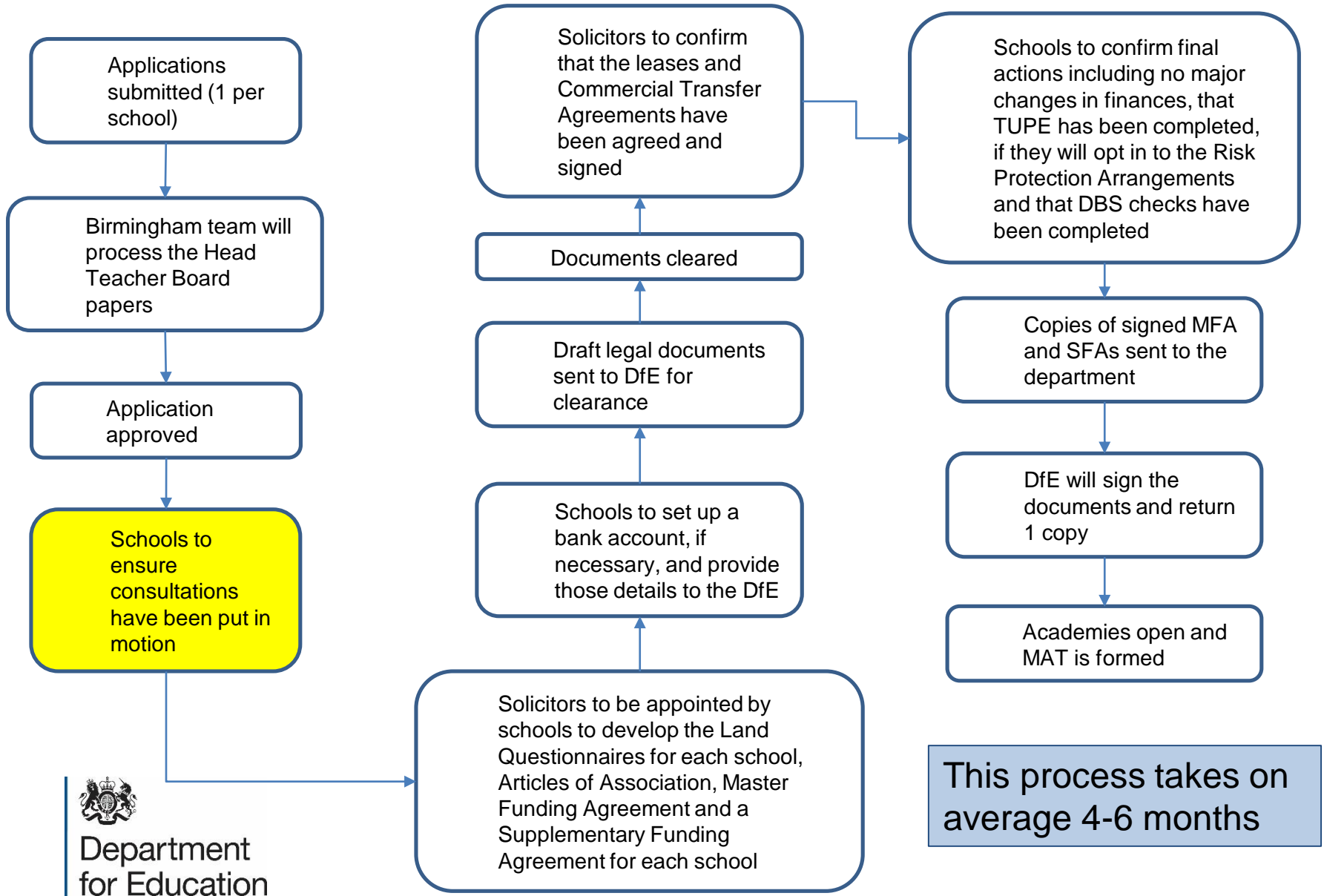
6.45pm – Questions

6.55pm – Close

7.00pm - Finish



The process and timescales



Compelling reason for change.

We are incredibly proud of what we have already achieved working collaboratively as part of North Schools Company, but we now feel the time is right to move on! The elected representation on each of the schools full governing body, considered a variety of collaborative models of partnership and concluded that the proposal of a MAT was the best option for our schools.

We have established secure and trusting partnerships which are improving outcomes for our children which we aim to further develop within a Multi- Academy Trust. It is our intention to pursue conversion to academy status with schools that share our ethos, values and vision as part of a primary MAT, whilst retaining our own individual character and autonomy. Within our MAT structure, no school has been identified as a lead school, as this is no longer a requirement from the DfE. It is our intention that all schools forming our primary MAT would enter into this formal collaboration as equal partners.



Compelling reason for change.

Our vision is to create an outstanding educational environment where excellence, personalised learning and enrichment opportunities develop our children in to confident, independent, lifelong learners, who are equipped to make a positive contribution and achieve their full potential as responsible citizens of the future.



What is an academy?

- Early in 2016, George Osborne announced an academisation plan, under which all schools in England would have to convert to academies by 2020 or be committed to converting by 2022.
- However, these plans have since changed. Ministers say the “goal” of academising all schools remains but attention now focuses on schools that are “clearly failing”.
- Academisation is still high on the agenda.
- Government still favouring MATs for capital spending projects and huge sums of money are being ring-fenced to empower schools to form MATs. Still the direction of travel!
- Government have allocated very significant funding for capital projects only available to academies.



What is an academy?

- Academies are state funded schools, which receive their funding direct from central government, rather than through an LA who currently determine how much of this funding is retained centrally and allocated to schools.
- Day-to-day running of the school is still with the HT, but they are overseen by individual charitable bodies called academy trusts.
- These trusts provide advice, support, expertise and a strategic overview.
- They work with greater autonomy.
- They have more freedom than other schools to innovate.



Benefits of creating a MAT

- **MATs can reduce workload by:**
 - Supporting senior leaders with central office support on finance, accounting, payroll, recruitment, contracts, procurement etc.
 - More effective resource planning across schools enabling teaching staff, if they so desire, to be deployed between schools if each school has the capacity.
 - Sharing policies, systems, structures and legal processes such as GDPR
 - Shared approach to strategic school improvement through effective collaboration with clear lines of accountability.
 - Creating a school led system of sustainable improvement.
 - Creating further capacity across a network of schools.



Benefits of creating a MAT

MATs can improve staff experience at all levels by:

- Making it easier for teachers to support each other across the group of schools by sharing good practice and acting as a coach and critical friend.
- Developing strong career pathways and CPD, which substantially improve retention and development.
- Providing the opportunity for subject leaders to work across schools, building their leadership experience as well as depth of subject knowledge.
- Enabling head teachers to apply themselves fully to the task of maximising standards of educational achievement. This is what they know!
- Shared curriculum development.



Benefits of creating a MAT

MATs can improve staff experience at all levels by:

- Creating greater opportunity for career progression for all staff.
- Staff recruitment and retention is improved- 'keeping our own.'
- Having a clear and effective CPD programme that enhances career opportunities and drives school improvement across the MAT.
- Leadership and management improved as succession planning is enhanced by a wider range of developmental opportunities.
- Maximising the contribution of all staff effectively within the MAT.
- Research and development opportunities for staff to lead.
- Increased provision from traded services such as SaLT, PSS and Ed Pysch etc.



Benefits of creating a MAT

MATs can support improved outcomes and pupil experience by:

- Facilitating the sharing of effective practice, so that when a particular approach has been shown to improve teaching and learning it can be implemented across the schools in the MAT.
- Employing specialist teachers across schools.
- Encouraging trust wide pupil interaction, widening pupil's outlook and improving their confidence.
- Drawing on capacity across the trust to ensure that schools receive the support they need to improve and there is targeted support for those that need it most.
- Sharing premises and resources.



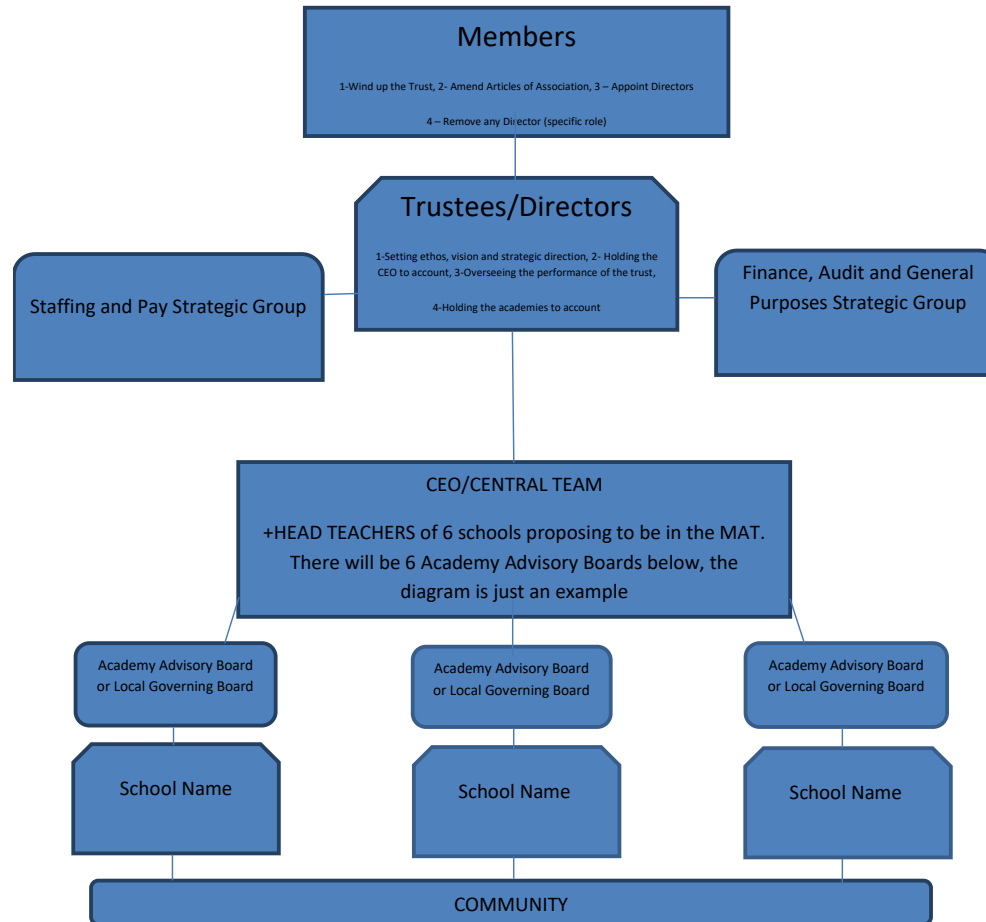
Benefits of creating a MAT

MATs can provide strong governance by:

- Enabling governors and leaders to come together to challenge and take shared responsibility and accountability for educational outcomes across the community ie; putting pupils' education first.
- Enabling decisions to be taken at the most appropriate level by trustees and leaders that have the skills, experience and knowledge to take them.
- Supporting a shared ethos, vision and strategic direction.
- Utilising the skills of governors in a more effective structure.
- Managing and mitigating risks.
- Appropriately delegating to local governing boards allowing timely decision making for the individual school.



Proposed Governance Structure



Benefits of creating a MAT

MATs can financially benefit by:

- Enabling collective purchasing which can provide better value for money and the ability to secure discounts on services.
- Maximise potential benefits to re-invest in our schools in an increasingly challenging economic climate.
- Applying standardised and consistent processes across schools in the MAT to unlock efficiencies and maximise effectiveness; and facilitating the development of in house services for schools across the MAT. Studies show that MATs spend £49 per pupil less on running expenses than LA maintained schools. (Potentially 100k across our MAT)
- Support with funded bids as currently more money is available for MATs eg; capital funding bids.



What would becoming a MAT mean for staff?

- All staff pay and conditions would remain exactly the same as they are now because of the protection of the Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE).
- However new employees who join the school after the school becomes an academy can be employed on different pay and conditions because academy schools are not bound by the national pay and conditions framework nor by any agreements negotiated locally with the LA. However it is our intention for our MAT to adhere to all agreed Pay and Conditions, as they stand up to robust challenge.
- MATs are free to develop their own Ts and Cs for new staff but highly unlikely and the majority if not all academy converters continue to honour the national pay and conditions framework for teachers as set out in the School Teacher's Pay and Conditions Document (STPCD).
- Where a school has converted to academy status, teachers' pay and conditions of service would remain the same.



What would becoming a MAT mean for staff?

- Academies have to continue to offer the Teachers' Pension Scheme (TPS).
- Where a school becomes an academy, it becomes responsible for ensuring that contributions continue to be made to TPS in line with existing arrangements.
- Additional support across the MAT to support the emotional well-being of staff.
- Effective mechanisms developed as a means of reducing workload. Stop the repetition of duty across all schools within the MAT.
- Share the excellent practice and resources in each of our schools, to ensure the best possible education experience, opportunities and outcomes for our pupils.
- We are fully aware that at the time of signing any potential funding agreement statutory consultation is required at this stage and an appointed legal advisor will support us in ensuring the formal consultation process is carried out correctly and with all stakeholders.



The conversion grant

Each school that converts to an academy will receive £25,000. This can be used for:

- Obtaining legal advice – solicitors fees
- The cost of software licence transfers
- HR/TUPE advice
- Consultation costs
- Expenses incurred in setting up of the Academy Trust
- Birmingham City Council fees



For more information

Visit the website

- <https://www.gov.uk/guidance/convert-to-an-academy-information-for-schools>

Summary

- Questions to be noted
- PowerPoint to be circulated on all schools websites
- Q&A to be circulated addressing questions raised prior and at the meeting, responses will be available on school websites in a timely and effective manner.
- Additional information shared by each HT during the presentation will be made available as an appendices in due course.

