

Formal Consultation

- Please note that these slides have been updated in the light of requests for further information
- The published closing date for responses from the staff, parent and community consultations is July 15th . Please send your views, queries and questions to Karen Teague the Trust Administrator
kteague@parc-eglos.cornwall.sch.uk
- The responses received so far are helping us to shape the proposed model

- Thank you for the opportunity to come and talk about the proposed MAT today
- For clarity, governing bodies' **final** decision re being a part of the MAT will not be taken until the Autumn
- The decision is based on whether they believe this is the best direction for the school in the light of all the information – the feedback from the consultations; the legal documentation; feedback from due diligence
- Governors agreed to develop and establish this MAT together with partner schools
- A number of information sessions have been held to raise awareness of the proposed MAT and the reasons for it. FAQs have been answered and published on your school websites
- Today is part of the formal consultation with staff, parents and the community
- To share your views with governors, please email Karen Teague, the Trust Administrator, stating which school you come from

The Landscape has changed

- Philosophically opposed
- Nationally, the Academy agenda is pressing ahead
- How do we respond in the current landscape?
- Can it be a good thing?

Why are we seeking to form a Co-operative MAT?

- We value our current Co-operative Trust and want to safeguard what we have, allow it to continue and build on its success
- Our partnership work is successful and driven by the Co-operative values – our values keep us stable and consistent even though the National Education Agenda keeps changing
- We have a great track record – in the past 12 months supported by the Trust 2 schools have moved from Requires Improvement to Good and one from Good to Outstanding. All schools have been benefitting from a range of training (EYFS, Literacy, Numeracy, Coaching, Assessment etc) school to school reviews, and opportunities for children. We have the expertise, will and commitment to ensure that all of our schools are good or better for all of our children.
- Making our resources go further: more time for school improvement; shared procurement; funding for building work
- The government vision is for all schools to be part of a MAT
- We want to be our own solution.
- A co-operative MAT is different.

There is no u-turn:

'... the government has decided, while reaffirming our continued determination to see all schools become academies in the next 6 years, that it is not necessary to bring legislation to bring about blanket conversion of all schools to achieve this goal.'

require underperforming schools to convert to sponsored academy status (104 directive academy orders issued in the first month of new legislation)

Increasing rates of converter schools/MAT (227 schools in one month)

Additional legislation to trigger conversion of all schools within a local authority in 2 specific circumstances:

local authority can no longer viably support its remaining schools because a critical mass of schools in that area has converted.

local authority consistently fails to meet a minimum performance threshold across its schools, demonstrating an inability to bring about meaningful school improvement'

N.B. By January, it is expected that only 56 schools across Cornwall will still be maintained
Education and Adoption Act gave RSC powers to convert those in category; RI schools;
Good or Outstanding schools deemed to be coasting

How has it been planned?

- Governors from across the schools have researched various MAT models.
- A working party made up of headteachers and governors across the area worked up the proposed model, gave opportunity for heads and governing bodies to feed back
- Recommendations were approved by all governing bodies
- Governors applied to become Trustees for the new MAT based on skill sets and their selection was approved by all Governing Bodies
- The plans were proposed to the DfE who have granted Academy Orders to the schools
- Information sessions have been held across the area for staff and parents, and more are planned. Information is available on the schools' websites
- Formal consultation period and due diligence period

How does it affect us?

- Heads will continue to be responsible for standards, curriculum, teaching and learning, the pupils, the staff and for working with parents and the community. They will continue to allocate the school budget to meet the needs of the school. A central business team will support the head with procurement and management of the premises
- Each school will continue to determine its own curriculum but common approaches across the MAT may develop over time just as they have done through our work as a Cooperative Trust
- Each school will keep its own ethos and distinctive character and approach
- More opportunities for professional development and support from others
- More resource
- TUPE will ensure particulars of employment will be protected at the point of transfer. There is no intention to bring detriment to staff conditions. The Trust wants to be the employer of choice. Should there be the need for change, there will be full consultation with staff and unions as now.

What are the key dates for its formation?

- May: Academy orders received
- May: Information sessions across the area; further information available on school websites
- June/July: Due diligence carried out
- June/July: Formal consultation period
- Oct: Individual Governing Bodies make final decision re Conversion to Academy status considering all available information
- Dec: Southerly Point Co-operative MAT officially starts

What are the risks?

- There is no requirement for academies to have a qualified member of the teaching staff in every class room.
- Academies can choose their own curriculum which means that the offer could narrow or become skewed
- Academies are able to change term dates. This can cause serious issues for working parents with children in more than one school on a childcare basis, and that families may not be able take holidays together. The timings of the school day (and week) can also be radically altered and could cause additional issues.
- Some Academies have a bad record of changing admissions policies and excluding some local children from entering.
- Some Academies have a poor record, and a negative impact, on the provision of Special Education Needs support and advice.
- Current Leaders and Trustees can move on – how are the things we value ensured over time?

HOWEVER ...

- ➔ • Maintained schools do employ unqualified staff and train them on the job (Graduate Teacher programmes; Salaried School Direct) However, we want the best for pupils and so would always seek to employ the best teachers.
- ➔ • All schools can make choices over their curriculum – there are more freedoms than people realise
- ➔ • Governors of maintained schools can change school times – they have to consult but it can be done already
- ➔ • As Foundation Trust schools we can already alter our admissions policies and have chosen not to use this freedom
- ➔ • There are schools and academies with great practices and poor practices – The Trust schools are inclusive and would continue to be so
- ➔ • The Articles of Association for the Multi Academy Trust put safeguards in place re the recruitment and elections of future Leaders and Trustees

Responding to the Consultation

- Please respond with your views, stating which school you are connected with, to Karen Teague, Trust Administrator by email on:

kteague@parc-eglos.cornwall.sch.uk

For further information please refer to the FAQs on your school's website