

Saddleworth and Lees Partnership

The Education Landscape and Models of School Governance

Parents' Briefings: November/December 2016

The Schools

Community Schools

- Diggle Primary
- Delph Primary
- Friezland Primary
- Knowsley Junior
- Saddleworth High

Church Schools

- Christchurch Denshaw (VC)
- Greenfield, St Marys (VA)
- St Agnes CE Primary (VA)
- St Thomas, CE Leesfield (VA)

Government's Education Strategy

- Focus on helping those who are 'just getting by'
 - Scrapping of a number of key aspects of the White Paper 'Education Excellence Everywhere' included in the Education for All Bill
 - Green Paper 'Schools that Work for Everyone' published in September
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General Comments

- Need to make more good school places available to all families
 - Right incentives to all school with a strong track record to expand their offer to even more pupils
 - Supporting the expertise of high performing institutions to set up new good places in the state sector or turn round existing schools
 - Delivering a diverse school system that provides all children whatever their background with schooling that helps them achieves their potential
 - 4 key areas: Selective, University, Faith & Independent
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For schools

- Removal of the central role of the LA in providing education (schools)
- Financial pressures on schools
- Rapid growth of academy chains
- School to school support
- Still commitment to every school becoming an academy but no blanket conversion

Benefits of Working Together

- Sharing Strategic leadership, thinking and planning across the schools' communities (local)
- Sharing resources, skills and expertise
- Protection of small schools
- Recruitment and retention of staff – wider opportunities for staff
- Transition arrangements strengthened
- Economies of scale and financial efficiencies
- Easier to fund services to benefits pupils
- Greater opportunities for CPD and succession planning
- Shared vision across the schools
- All leading to greater achievements and outcomes for pupils

The Saddleworth & Lees Partnership

To date:

Awareness sessions for governors

Options paper (to heads)

Discussion at Governors

Sessions for staff & parents

Event with speakers already involved in some of the options

Meeting 8 December to 'see where the land lies'

Options include:

Academy?

An Academy:

- is a publicly funded independent school
 - is free from local authority control
 - sets its own pay and conditions for staff
 - does not have to follow the National Curriculum
 - has the ability to change the lengths of terms and school days
 - also has further freedoms through a revised Funding Agreement
 - Direct relationship with DfE on school improvement;
 - Clear focus on delivering learning outcomes;
 - Increased control over resources;
 - Potential to access capital resources;
 - Greater freedoms
 - *Depending on model chosen reduced responsibility for governing bodies*
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Multi Academy Trust?

- Single legal entity
 - Has responsibility for running each academy
 - Scheme of delegation to LGB
 - Directors must act in the best interests of a academies it serves
 - Funding Agreement with the DfE and separate supplementary funding agreements to ring fence funding for each academy
 - Most likely to be appropriate where there is a pre-existing relationship between schools (trust) or DfE require one or more schools to receive support
 - Schools that want to collaborate at all levels through the organisation
 - Easily pool resources
 - Benefit from economies of scale
 - Share expertise across the member schools
 - School improvement strategies
 - Board can be composed to specific circumstances
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Church-Led MATs?

The DBE's and the RSC's expectation is that the governing body of any maintained Church of England school wishing to become an academy will approach the DBE as early as possible to discuss their options for conversion and agree the process for securing the consent of the DBE.

Within the Manchester Diocese

Voluntary Aided schools will only be allowed to form MAT that is majority-led by the Diocese

Voluntary Controlled schools can be part of a MAT where there is 25% Diocese representation subject to amended AoA.

Academy Chain?

Chains of schools are groups of schools supported by the same sponsor or trust as part of an overarching governance arrangement.

- Any school can apply to join an existing academy trust.
 - In addition, any group of schools, regardless of their individual Ofsted ratings, can apply in partnership to join the academy programme as long as at least one of the member schools is performing well.
 - The schools do not have to already be in a federation before applying. Each application will be considered on its merits, and the Secretary of State will only approve those where he is satisfied the schools have the capacity to enjoy academy freedoms and there are appropriate accountability mechanisms in place to support weaker schools to improve.
 - For converting groups the process will be similar to the current application process. All schools wanting to convert in a group need to submit an application form to the Department and list the other schools that they are converting with.
 - Each governing body must pass a resolution before application.
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Trust?

A Trust School:

- is a state funded foundation school supported by a Charitable Trust
 - develops formal relationships with Trust partners
 - GB remains responsible for all aspects of the conduct of the school (including the school's budget, staff and performance)
 - manages its own assets, employs its own staff and sets its own admission arrangements within the requirements of the Admissions Code
 - operates within the same frameworks as other maintained schools eg National Curriculum, Admissions Code, Ofsted, Teachers' Pay & Conditions, there is a mechanism to enable support staff to maintain existing terms and conditions.
 - The Trust must be constituted as a 'not-for profit' charity – any income must be used to support their charitable aims, which must focus on the advancement of education and community cohesion in ways that are charitable.
 - Schools can become a Trust in their own right or join with other schools to become a shared Trust.
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Co-operative Trusts?

- Supports schools to build an ethos around co-operative values and offers the community a way of getting involved in the running of the school
 - Provides a mechanism for accountability, helping to ensure that the needs, views and aspirations of the different stakeholder groups are met
 - Greater capacity to strengthen links with the local community, and benefit from the support of a wide range of local expertise
 - Community perceptions of the nature of partnerships
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Partnership?

A Partnership is:

- Partnerships are less formal than collaborations and usually have a specific educational focus.
 - The group of schools will identify the needs to be addressed
 - An agreement such as a memorandum of understanding is developed to agree vision, aims, priorities, ways of working, outcomes
 - Enables networks for personal support
 - Shares expertise and resources
 - Creates opportunities for professional development
 - Reflects local needs
 - Lack of potential continuity if formal arrangements are not in place ie change of leadership
 - Establishing clarity of roles – what do you bring to the partnership?
 - Who should be involved?
 - Easy to 'opt in' easy to 'opt out'
 - Sustainability ??
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Next Steps

After the meeting on the 8th:

- Working party with CoGs and Heads
 - Develop proposals
 - Further consultation
 - Discussion with external agencies
 - Implementation
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Thank You!

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