

# SAST

## SHERBORNE AREA SCHOOLS' TRUST

**This document provides the proposals for the formation of a multi-academy trust (MAT) in the Sherborne area including the conversion of maintained schools to become a converter academy schools. The following schools would be in the first phase:**

Buckland Newton CofE VC Primary School

Sherborne Abbey CofE VC Primary School

Sherborne Primary School

St Andrew's CofE VC Primary School

St Mary's CofE VC Primary School

The Gryphon School

Thornford CE VA Primary School



**This is a working document.**

**It will be developed and added to as a result of information received and the consultation of stakeholders.**

## Sections

<b>Executive Summary</b>	-	<b>Pages 3-5</b>
<b>Academies and MATs</b> What are academies; What are MATs; Why consider being a converter academy and MAT; Sherborne Area background; Benefits, Realities and Risks; Church of England and Community Schools;	-	<b>Pages 6-8</b>
<b>SAST Progress to date</b>		
<b>1. Memorandum of Understanding – the Core Beliefs and Guiding Principles</b> Mission and values	-	<b>Pages 9</b>
<b>2. Due Diligence and Design - Information Gathering and sharing</b>	-	<b>Pages 10</b>
<b>3. Initial Due Diligence Findings – October 2016</b>	-	<b>Pages 11</b>
<b>4. Planned Information Sharing and Consultation</b> Conversion process and documentation	-	<b>Pages 12-14</b>
<b>5. Trust and Governance</b> Trustees, Members and Local Governing Bodies	-	<b>Pages 15-17</b>
<b>6. SAST Organisation</b> Functions and roles	-	<b>Pages 18-19</b>
<b>7. SAST Financing</b> National context, funding, budget projections, central SAST costs, services	-	<b>Pages 20-22</b>
<b>8. Staffing</b> Professional Associations/Unions; Pensions; Pay and conditions; EIA	-	<b>Pages 23</b>
<b>9. Other</b> Learning; Curriculum; Behaviour; Accountability inc OFSTED Land; Legal; Partnerships; Admissions; Policies	-	<b>Pages 24-25</b>
<b>10 Future Developments</b> MAT development stages; Growth strategy	-	<b>Pages 26-27</b>
<b>Appendix A – Proposed membership constitution of LGB</b>	-	<b>Pages 28</b>
<b>Appendix B – Development Strands and Development Plans</b>	-	<b>Pages 29</b>
<b>Appendix C – Development Strands and Development Plans</b>	-	<b>Pages 30-33</b>

## Sherborne Area Schools Trust – Establishment of a Multi Academy Trust - Executive Summary

The establishment of a new multi academy trust would allow the links between our schools to further strengthen supporting a continuity of education from 0-19 within our community. The Sherborne Schools' Partnership has worked closely together for many years to provide an excellent education for our young people, and so to collaborate more closely is an exciting prospect, particularly as academies also have greater flexibility in delivering the curriculum.

A Project Steering and Interim Board comprising a Governor and the Headteacher of each School have been evaluating and designing a MAT to serve the Sherborne area. Key Features would be:

- the creation of a new mixed primary: secondary MAT with 7 schools
- the formation of a new hub in an identified target area (Dorset) for academy provision
- a MAT with 2700 pupils from 0-19 years
- a large specialist workforce of 184 teachers (151 fte); 292 non-teaching staff (158 fte) including 92 teaching assistants; 37 office/support staff
- a combined budget of £13.2 million expenditure

The opportunities include developing our provision, sharing best practice, being more creative in our curriculum, enabling further development of our teachers/staff and taking collective responsibility for all of the children's development and progress. There is also more freedom on how we spend our funding and we would be able to explore opportunities for financial efficiency, determining for ourselves which services and providers we will buy into to provide outstanding provision for our children.

The possibilities, benefits, issues and risks of converting to become an academy have been followed closely and, more recently, researched in detail. The Governing Body alone makes the decision to convert. The educational benefits for the students, staff, parents and wider community will be the key factor in making any decision to change status.

### The Mission

- To be a special collaboration of high performing primary, secondary and alternative provision schools seeking to ensure an excellent and sustainable 0-19 education for children within our community across West and North Dorset.
- To build upon the existing good relationships across the Sherborne Schools' Partnership and the Sherborne small schools' cluster and develop as a family of schools working together to strengthen each school and inspire our young people and their families.
- To have a shared commitment to creative and innovative learning opportunities, high aspirations and leadership, and academic success within inspiring schools, alongside developing the personal attributes for everyone (children and staff) to thrive at every stage of their learning journey.

The reasons for consideration of conversion to become an academy are:

### 1. Students will make even better progress and improved outcomes

- At each staging post students will make more progress, meeting and exceeding expectations, at the end of EYFS, KS1, KS2, GCSE and A Level
- There develops a shared ownership, understanding and support for children's full education journey from 0-19
- Expertise and success across subjects and phases of education is shared so that transition points see no regression
- Early, continuing and impactful support for key groups such as SEND and disadvantaged students to narrow any gaps
- Collective goal to develop the love for learning including the core skills of reading, writing and Maths
- The MAT will support its schools in tackling performance issues which are common across the group.
- Promotion of destinations and futures supporting all students to achieve their aspirations into an apprenticeship, training, employment, university and beyond

### 2. Preserving, protecting and enhancing what we have

- Providing high quality education for a coherent and distinct geographical and educational area.
- Designing an education provision for our communities - taking local ownership and control. The MAT is both determined locally and accountable locally – there is no linking into a business-driven national academy chain.
- This is an evolution from close working as a soft federation as the Sherborne Schools' Partnership
- Sustaining an outstanding shared culture and philosophy through the consistent values and ethos
- All the schools provide a positive, calm and caring environment and promote the highest possible rounded education for all developing the personal attributes and qualities to thrive and make a positive contribution throughout life
- Member schools maintain their own character, such as church and community status.

- Preserve and sustain village primary schools in their community
- The school's day-to-day organisation, experiences and opportunities would feel the same for students and parents.
- There are no plans to change the school name, the school uniform, or admissions criteria.
- All schools aspire to develop and improve individually and collectively – being outward facing, making regional, national and international links and bringing them to our students

### **3. The schools have the experience, expertise and quality to operate as a MAT**

- There is considerable experience and expertise at Governor level – there is a depth of interested and committed members of the community to support the MAT including at Member and Trustee level
- It is very strong alliance of schools with 2 judged outstanding, 4 good and the Sixth Form outstanding – every school has expertise to share and contribute. We are even stronger together.
- There is a strong blend of experienced Headteachers and senior leaders
- The Gryphon has been an academy school since 2012, has experience of operating independently including the regulatory and financial requirements
- There are already significant examples of each school managing its own business eg site maintenance, IT support, Broadband, minibuss servicing, MIS, Nursery, pre-school, Catering etc.
- The level and quality of LA support is limited and declining -LA services which are valued will continue to be commissioned.

### **4. Even better teaching and learning**

- Supporting excellence in teaching and learning through shared leadership, self-evaluation and professional development.
- Establishing subject groups and expertise across all schools - review and disseminate excellent practice
- Develop as a focus and hub for teacher training, professional development, leadership training and school to school support
- Developing new curriculum, assessment systems and tracking systems for progress to be used by all schools
- Sharing and co-ordinating best practice in support for disadvantaged and SEND students including identification
- Developing literacy skills of all students from 0-19 in reading, writing and SPAG

### **5. It will provide the resources to support outstanding teaching and learning**

- It will help schools to maintain staffing levels, to maintain student:teacher ratios and to maintain class sizes.
- There is potential freedom to adjust and personalise the curriculum.
- The high levels of pastoral and classroom support for students and teachers can be sustained.
- There are opportunities for staff to work across schools supporting career development, recruitment and retention
- Flexibility to produce bespoke job descriptions and remuneration to secure the highest quality of staff.
- It will facilitate a bid for Teaching School status

### **6. High impact school to school leadership support**

- Supporting the school improvement strategies of all schools and supporting the specific needs of any school identified as in need of improvement
- Being outward looking, linking to the best educational practice globally
- Developing leadership capacity at all levels to support the highest possible quality of education
- Developing talent at middle and senior leader level including SLEs and LLEs at both primary and secondary primary
- Enabling sharper and dynamic leadership - the ability to progress matters more quickly and to take advantages of opportunities.
- Establishing relationships with other outstanding institutions and professionals to support school improvement.

### **7. More integrated and co-ordinated support for students and families**

- Maintaining consistency of approach for high attendance, e-safety, multi-agency working, RRS, safeguarding
- Early intervention - the ability to employ or commission our own family support services eg attendance, Emotional and social mental health, parent engagement
- Develop a SAST curriculum which ensures our children are global learners, sustaining a diversity of extra-curricular opportunities, clubs, trips and experiences
- Supporting and encouraging spiritual, moral and social stability for Christians, those of all faiths and none in our community
- Promoting the personal qualities of respect, independence, mutual support, motivation, high expectations and resilience
- Developing co-ordinated support systems for mental health, ASD and behaviour support for students and families

## 8. Securing and managing resources and facilities to sustain high quality provision

- Ensuring that resources are used to focus on our particular and local needs.
- The ability to choose and commission outstanding quality services and resources eg energy, HR support, legal advice, Governor support, payroll, finance support, asset management, Health and Safety guidance, insurance, banking and financial services, administration, student and family support.
- Developing shared support services for estate management, finance, HR, IT/e-learning, admin services, SEND, pastoral care
- Provide economic savings at a time of real term budget cuts - operate in a financially efficient way adopting shared services, including procurement opportunities, to deliver benefits for all schools.
- Dorset is one of the lowest funded authorities in the country. Schools face 8% real term budget cuts - School income is not expected to increase; there will be an inflationary increase in staffing and other costs.
- Ensuring student recruitment remains high in all schools through excellence and joint promotion
- Explore education commercial opportunities eg on-line services, alternative provision, training courses, leadership support, pre-school/nursery places
- Producing a campus capital development programme for the Trust to address maintenance and learning design needs

These reasons support the strategic goals for the Schools to be of the very best schools not only in Dorset but in the South West and nationally. Headteachers and Governors want the SAST to be a beacon of excellent practice which other schools wish to learn from.

### The current position

- Since 2014 there have been on-going informal discussions about options for more formal partnerships including academies and trust establishment.
- In 2015 external advisors were engaged to provide guidance and support. Individually, schools also explored other options, including attending events organised by the Diocese of Salisbury and other organisations.
- Since May 2015 Lock House Consulting has provided external independent guidance and support. There have been intensive workshops, SWOT analysis and the sharing of values leading to a Memorandum of Understanding being established and agreed by all schools.
- A Project Steering and Interim Board (PSIB) was set up in January 2016 to lead the development work and detailed planning and preparation phase. One school has chosen not to be involved at this stage; one has chosen to join the Diocesan MAT.
- During the Autumn Term 2016 detailed due diligence work has taken place to ensure a sustainable Multi-Academy Trust can be established. This included an in-depth evaluation of key aspects of the potential MAT such as education performance, finance, organisation, staffing, legal/compliance and commercial.
- Approval for Church of England Schools has been sought and approved
- Applications to the DFE has been made by each school for Academy Orders (agreement and permission to progress) for the and for the single academy trust to become a multi-academy trust
- These applications were taken to SW Regional School Commissioners Headteacher Board on 30 January 2017 and approved without issue. The Sherborne Learning Centre are not part of the final application as further work is required on due diligence.
- An application to the Regional Academy Growth Fund Application to support set up costs has been made

### The next steps

- Schools are now in a position to share in detail the proposals for the SAST including
  - ✓The Memorandum of Understanding
  - ✓The Development Strategy
  - ✓The Scheme of Delegation
- Through February, March and early April there will be further information sharing and consultation with staff and stakeholders
- For new potential academy schools there is formal consultation (TUPE) with staff and professional associations/unions
- The Governing Body of each school makes the final decision on whether to become an academy and to join the SAST
- SAST could be established during the Summer Term of 2017 subject to consultation and the decisions of each Governing Body

## Academies and MATs

### What is an Academy?

Academies are state-funded schools, which are independent of the Local Authority. They are accountable to the Secretary of State rather than the County Council and are managed by their own academy trust. Academies are publically funded independent schools. Academies receive their funding directly from the Education Funding Agency (an agency of the Department for Education) rather than from local authorities so academies can choose how best to spend that money on the provision of education. Academies are required to follow the law and guidance on admissions, special educational needs and exclusions as if they were maintained schools. There are 6,033 academies listed on the DfE EduBase including 3750 primary 2092 secondary.

### What is a MAT – a Multi Academy Trust?

A Multi-Academy Trust is a single academy trust that governs a group of schools through a single set of trustees (the directors of the company). It is set up by a group of schools, usually a local collaboration, that share a common ethos and vision. Each school is an Academy but together they operate as one trust. There can be varied degrees of centralisation and delegation.

The Multi Academy Trust is the statutory Governing Body of each of its academies. It is a charitable company limited by guarantee, which means it may not make any profit, and because it is publically funded it is subject to judicial review and to the Freedom of Information Act like any other public body. The trust has a formal agreement, or contract, with the Department for Education (DfE) which sets out the parameters in which it must operate as well as being subject to charity law, public law (being publically funded) as well as general company law.

A multi academy trust can include all phases and types of education - primary and secondary schools, special schools, sixth form colleges and Pupil Referral Units. Each school / academy will have a local board of governors which will operate in much the same way as the Governing Body / Management Committee does at present, with delegated responsibilities from the new trust board. It is stated government policy that all schools become part of academy groups. On DfE Edubase there are 1236 MATs listed (some will have MAT designation as single academies).97% of new academies join as part of a MAT. In November 2016 there were 500 MATs of between three and 10 schools.

Indications are that opportunities for new MATs may diminish over time – there will be a filling of gaps in the map through the growth of existing trusts; trusts with 5 schools (2000 pupils) or less will be encouraged to grow to be sustainable financially and educationally; a “mentor Mat” scheme whereby established trusts support new ones is being developed.

### The Sherborne Area Background - The Sherborne Schools Partnership (SSP)

In September 2009 the schools in the Sherborne Pyramid agreed to call this group the Sherborne Schools Partnership (SSP). It has operated as a soft federation. The Sherborne Pyramid comprises All Saints Primary School (Bishops Caundle), Buckland Newton CE Primary School, St Andrew’s CE Primary School (Yetminster), St Mary’s CE VC Primary School (Bradford Abbas), Sherborne Primary School, The Abbey CE VA Primary School, Thornford CE VA Primary School, Trent Young’s Endowed CE VA Primary School and The Gryphon School, Sherborne. The Sherborne Learning Centre is also a member of this group. Milborne Port Primary School has participated in the group since 2011 as the numbers joining The Gryphon from there are high. The Gryphon School took academy status on 1 August 2012.

Collectively the SSP provides education for around 3,000 students across North and West Dorset as well as South Somerset. The pyramid has had high parent preference admission applications particular to the west of the catchment area and from surrounding Somerset areas.

All the individual schools within the Pyramid have been very successful. Existing links within and between Key Stages are good. Transition arrangements are well embedded and outstanding. There are and have been many examples of close working between specific schools and clusters of schools. All the schools have a strong commitment to high standards and provide a caring and safe environment for learning and personal development.

The group holds five meetings per year on matters of Teaching and Learning, Community Services, Resources and Organisation and Leadership and Governance to provide an outstanding education for all the learners in the Sherborne area including an even greater coherence in education provision across the Sherborne pyramid and share ideas and expertise between schools, subjects and phases

## **MAT Development**

Since 2014 there have been on-going informal discussions about options for more formal partnerships including academies and trust establishment. In 2015 external advisors were engaged to provide guidance and support. Individually, schools also explored other options, including attending events organised by the Diocese of Salisbury and other organisations. Since May 2015 Lock House Consulting has provided external independent guidance and support. There have been intensive workshops, SWOT analysis and the sharing of values leading to a Memorandum of Understanding being established and agreed by all schools. A Project Steering and Interim Board (PSIB) was set up in January 2016 to lead the development work and detailed planning and preparation phase. One school has chosen not to be involved at this stage; one has chosen to join the Diocesan MAT.

## **Why consider becoming a converter academy and a MAT?**

The educational benefit for the students, staff and community is the key issue in any consideration to change our current status. The day-to-day experiences of students and parents and the core work of staff should be unchanged whilst taking opportunities to develop collectively.

The schools in the Sherborne area already have a strong working partnership and forming a MAT builds on this collaboration and provides local accountability. Some benefits include:

- Sharing expertise, resources and best practice and raising standards across key stages.
- Greater purchasing power for contracts meaning cost savings through economies of scale means the school has more budget to invest back into the education of its pupils.
- Strengthening all-through education for 3-18 years.
- Forming a local MAT will give us the structure to share our ethos and vision with our local community and help to maintain our comprehensive intake for the future.

It is important to recognise that this is a group of local schools developing their existing partnership onto the next stage for the benefit of all the constituent schools and their children. The MAT is both determined locally and accountable locally – there is no linking into a business-driven national academy chain.

Significant benefits are illustrated which underpin and support the outstanding educational provision we wish to provide including greater collaboration and continuity of education provision as well as financial benefits. The LA has offered some support and valued expertise in specific areas over the last 5 years. There are no particular advantages of staying within the LA stable whose services are declining or have to be commissioned commercially. Academy status enables the schools to only commission those services which will add value whether from Dorset or elsewhere.

The schools would receive some funding advantage but not to the extent available in the past and this is not a key driver. Schools which convert to academies between April and August 2017 will receive Education Services Grant funding at the current rate of £77 per pupil. From September they will also be eligible for the protection arrangements. The protection thresholds are loss protected at 1% of total funding. Schools which convert to academy status from September 2017 onwards will not be eligible for the ESG or ESG protection.

Conversion costs for new academies are supported by a £25,000 grant per school. An application for £100,000 has been made to the Regional Academy Growth Fund (RAGF) for multi-academy trust growth support to help support set up costs, for example new accounting and HR systems.

MATs offer the benefit of securing resources collectively and economies of scale. It also provides access to capital funding streams only available to academies. Capital development plans already planned or underway are not affected by becoming an academy.

## **Benefits of Academy status**

- We can manage our own affairs more efficiently and effectively
- A client relationship with LA enables us to buy into those service which add value and quality
- Financial advantage freedoms
- Greater flexibility eg for the curriculum
- It creates a positive attitude and confidence
- Allows even competition with other local schools who have become academies

### Benefits of MAT (DFE MAT Report - December 2016)

- enabled governors and leaders to come together and take responsibility to provide better education in their community, rather than just in their individual schools, supported by a common ethos
- facilitated the sharing of effective practice across a group of schools, so that when a particular approach has been shown to work, improving teaching and learning, it can be implemented across the MAT
- extended the reach of great leaders and governors – at all levels – to support and develop teachers across a wider group of schools;
- Being part of a MAT allows for a greater range of opportunities for teachers and other members of staff. The overall effect of this is a school's ability to retain its best staff who otherwise may have moved on
- produced a pipeline of future leaders, by enabling a greater array of middle leadership positions;
- facilitated the recruitment and retention of staff, by giving leaders the ability to point to realistic career development paths and opportunities to specialise within a MAT;
- made it easier for teachers to support each other across the group of schools by sharing, drawing on and learning from good practice, taking on increased responsibility for specialist subjects and acting as a coach and critical friend; and
- ensured no school was left behind because the leader or chief executive of the MAT had the levers to secure improved performance of all the schools within the MAT, and were accountable for doing this generated economies of scale,
- enabling cost efficient commissioning and purchasing of goods and services, and/or facilitating the development of in-house services for schools across the MAT.

### Realities

- The number of schools that have now converted provides security for the future
- Future funding levels will be a challenge for all schools
- Future capital investment appears to be as likely as an LA school or as an academy
- Relationships with the LA will be retained – the LA view remains that there are Dorset children in Dorset schools whatever their actual status; subsidized capital funding from Dorset County is now very limited
- The Diocese is supportive of academy conversion and the MAT
- Applications for school growth funding (additional place need) is made irrespective of school designation
- We have the capacity, capability and ambition to take on this role

### Possible Risks

- It can be difficult to establish effective, collaborative governance if the schools within your MAT are a considerable distance from each other. Our schools are geographically close and serve a distinct area.
- As a MAT with some new Members and Trustees it is possible the dynamics may shift as time passes. The aims and ethos of the MAT and schools will be preserved through the articles of association. The majority of Trustees are existing governors in the schools.
- The LA provides a safety net and buffer – the buck would stop with the MAT members and Trustees
- The unknown future of educational funding; the costs of buying back services though they are comparable
- If a school within the MAT struggles to maintain standards, you could find that your school's reputation suffers as a result. Schools and the MAT will be working to ensure that all schools are supported and successful.

There is no 'one size fits all' approach to academies and MATs. The model has been designed and shaped collaboratively from the outset and at every stage by our schools' context, its history, other schools locally, the needs of the community and, above all, what we think is best for our students, now and in the future.

### Church of England Schools and Maintained Schools

- Seven of the schools have a Church of England foundation – 6 are voluntary controlled and 1 is voluntary aided; Sherborne Primary and the Sherborne Learning Centre are community schools
- Each school will retain its current status and ethos including representation on each school's local governing body
- The Diocese of Salisbury supports, and actively enables, schools converting to academy status in local cluster MATs embodying all categories of schools for the benefit of all the children
- There is a requirement from the National Society that half of the members and trustees have foundation status. Foundation members and trustees are those approved by the Diocese, which has a responsibility to ensure that Christian distinctiveness is preserved and protected in the Church of England Schools, as having the requisite skills to ensure that protection as well as other skills identified by the SAST as required.



## Sherborne Area Schools Trust – Progress to date

### 1. Memorandum of Understanding – the Core Beliefs and Guiding Principles

A key principle of our MAT is that member schools maintain their own character, such as church and community status. If the school was to take academy status there is a strong commitment for the core features of each school to be unchanged.

All schools in the MAT are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

A Memorandum of Understanding (MOU) was shaped, drafted and agreed by all the schools. The MOU summarises the key elements and principles of the proposed partnership as agreed between the partner schools. It is intended to be used to set the framework and guidelines within which the Project Steering and Interim Board (PSIB) will work together to establish the new Multi-Academy-Trust on behalf of the schools involved.

#### **The agreed mission**

To be a special collaboration of high performing primary, secondary and alternative provision schools seeking to ensure an excellent and sustainable 0-19 education for children within our community across West and North Dorset.

To build upon the existing good relationships across the Sherborne Schools' Partnership and the Sherborne small schools' cluster and develop as a family of schools working together to strengthen each school and inspire our young people and their families.

To have a shared commitment to creative and innovative learning opportunities, high aspirations and leadership, and academic success within inspiring schools, alongside developing the personal attributes for everyone (children and staff) to thrive at every stage of their learning journey.

#### **The agreed values**

- Our partnership is an inclusive learning community in which children and adults together are committed to learning; inspired by a love of lifelong learning. The partnership focus is to enhance the whole of a child's learning journey from 0-19 and it also promotes learning amongst adult members of school communities and the families of pupils.
- All schools are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.
- Opportunities for greater consistency and coherence will be actively sought for the benefit of all children and staff.
- We will celebrate each school's unique and individual characteristics in the community it serves. Each school will retain its individual identity, uniform, ethos and where relevant Christian distinctiveness but will be working together for the benefit of the children, families and communities that they serve.
- There will be a rigorous focus on the key areas for improvement in order to achieve the highest standards of academic and personal achievement - nurturing our students' spiritual, moral, social, physical and cultural development.
- All the Trust leaders will act impartially in the best interest of the trust and will work in the best interest of all the academies.
- The Trust will recognise, prepare for and act upon the national and local changes taking place across education and that face the partnership trust.
- The Trust will seek to pre-empt issues of performance (educational, financial, compliance etc). Where a school is experiencing or at risk of experiencing issues, the Trust will take the appropriate action to support the school to resolve those issues in a timely manner and for the benefit of those within the Trust.
- All schools value all of our staff and the contribution they bring to our schools and for our young people. All partner schools are committed to supporting the development of all staff, to foster leadership and succession planning and to offer staff greater opportunities within the trust and its academies; and we will engage with our staff in shaping the provision across the Trust.

The school's day-to-day organisation, experiences and opportunities would feel the same for students and parents. In practical terms it has already been stated that:

- The school name would not change (apart from the VC or VA any title)
- Uniform would not change
- Admissions would not change
- School Transport arrangements would not change
- National Teachers Pay and Conditions would not change
- The Teachers Pension Scheme would continue; the Local Government Pension Scheme would continue.
- There will be on-going relationships with the LA including with transport, SEND and safeguarding
- Relationships with other schools would continue

## **2. Due Diligence and Design - Information Gathering and sharing**

### **Information provided and gathered to date**

#### **2015-16**

- School Governors' Meetings through 2016 with updates and questions
- Staff Meeting updates in all schools providing general updates on progress
- Meeting of all governors of all schools at Buckland Newton School on 22 June 2016
  
- Project steering and Interim Board (PSIB) established in January 2016 and has met monthly
- PSIB Working Groups were established to progress key workstreams – education plans, stakeholder engagement, trust governance, finance
- Memorandum of Understanding finalized in June 2016 and signed by all eight schools
- School Improvement Strategy – now named SAST Development Strategy produced collectively by all the Headteachers
- Letter to parents, staff and stakeholders sent in June 2016 with an update in December 2016

#### **2016-17**

- DFE Application Forms submitted by all schools September 2016
- Applications from Church of England Schools to the Diocese of Salisbury
- Steve Hillier and Ann Marie Kampf appointed to lead the detailed due diligence work (1 day per week) in the Autumn Term 2016
- SAST Due Diligence Report Phase 1 completed October 2016 – presented to PSIB 18 October 2016
- SAST Due Diligence Report Phase 2 – Business Plan completed January 2017
- Meeting with Headteachers to detail current admin/finance/HR staffing in each school
- SAST Scheme of Delegation drafted, shared and developed with Governing bodies
- Meeting with DFE Link – Chris Carraro October 2016. Chloe Olley Project Lead Academies Regional Delivery Group South West
- Attended Jubilee Group meeting at Bradley Stoke School to visit the Olympus Trust
- Visit to Kings of Wessex School – Wessex Learning Trust
- Meeting re Sherborne Learning Centre with Gary Binstead DCC Senior Manager, Strategy, Service Planning and Commissioning 9 December 2016
- Adverts for external and internal members/trustees; meetings with 12 prospective members/trustees.
- Applications taken to SW Regional School Commissioners Headteacher Board 30 January 2017
- SLC not part of final application as further work required on due diligence
- Regional Academy Growth Fund Application January 2017 – to support set up costs
- Approval sent to The Gryphon and Academy Orders issued to all schools

### 3. Initial Due Diligence Findings – October 2016

#### Purpose

- To complete an in-depth evaluation of key aspects of the MAT including education, finance, organisation, legal/compliance and commercial
- To ensure a sustainable Multi-Academy Trust can be established
- To identify with all schools their priorities and desired areas for SAST support
- To help establish the terms of delegation for governance and school leaders
- To enable the successful conversion to a MAT
- To build trust and confidence in the quality of the organisation

#### Work Undertaken

- Steve Hillier and Ann Marie Kampf visited each school and met with each Headteacher for up to 3 hours
- A summary SEF was been completed by each school – this identifies strengths in 2016 performance and priority areas for 2016-17
- Information was collected on the numbers on roll, the PAN and the organisation of classes
- 2016-17 funding and expenditure amounts have been collated for each school
- Summary staff information grids have been completed by each school
- Any current or anticipated staffing issues have been discussed
- Leadership experience and issues have been considered
- Total expenditure on DCC contracts have been collated; non DCC contracts are also being collated
- Commercial income and uses have been identified
- The age and state of each school campus has been reviewed through a tour of each school
- Premise needs have been gathered using DCC Asset management informatio

#### Due Diligence Key Findings

- Culture and philosophy – there are consistent values and ethos evident; all the schools provide a positive, calm and caring environment; consistency is evident across both Church of England and community schools
- Education standards – all schools meet floor standards; all the schools have areas to improve further and strengths to share with others; there is variability in approaches
- Budget – all schools project at least balanced budgets in 2016-17; 5 schools have in year deficits; 3 schools have relatively large carry forward/reserves; 2017-18 is a challenge for most 2018-19 even more so
- Student numbers – two schools are well below capacity; other schools are full/virtually full; new capacity is being provided in Sherborne; Gryphon Sixth form numbers were lower in 2016-17; overall student numbers and demand for places is strong
- Staffing structures – class structures meet cohort/student needs in each school; all models have been sustainable; the future will depend on funding
- Leadership capacity – there is a mix of experienced and new Headteachers and Deputy heads
- Site/land – titles have been checked and in two cases the Diocese has recently completed work to transfer trusteeship of the sites from local trustees to the Diocese itself. Both of these sites are unregistered and unlikely to be registered prior to conversion, but title information is available so this will not cause any delay. Arrangements are most complex at the Gryphon School, but these need not be disturbed by the conversion to SAST because the Academy Trust will continue, with a changed name and Articles. The Legal team will continue to work with each school to ensure that appropriate arrangements are made.
- Premises – there is a real range across the estate; real desire need for joint site/cleaning/grounds function especially in the small schools

## 4. Planned Information Sharing and Consultation

### Consultation Process

The decision to become an academy and to be part of a MAT is for the Governing Body of a school. The Governors would want staff and parents to be fully informed. Negotiations with the Diocese, LA and DFE are integral to this process.

### Outline of a possible consultation process

The PSIB will lead and shape the consultation and conversion process.

Each school will lead statutory consultation for TUPE. Small schools will look to hold joint meetings.

The following groups should be consulted and informed

- Parents
- Students
- Staff (teachers, support staff groups, Nursery)
- Professional Associations
- Diocese
- Dorset LA
- Stakeholders in the community

Key areas where information and resources will be available

- School websites
- Staff Meetings
- Governor's Meetings
- Letters to parents
- Parent Forum meeting
- School Council
- Assemblies

This document is made available as part of the consultation, and public meetings will be held in each school. If you are unable to attend the meeting at the school you are most involved with, please do feel free to attend at one of the other schools.

You are invited to submit any questions or queries you have by e-mailing them to [info@sast.org.uk](mailto:info@sast.org.uk) or by submitting them by letter to any of the schools. Please mark the letter "Academy Consultation" and indicate your relationship with the school in question, for example "parent/carer" or "local resident" "local councillor" etc. Please do so by 31 March 2017 when the formal consultation will close.

Enquiries will be answered as soon as we are able, and summary of all queries raised and comments submitted will be provided during the first week of April 2017.

**See Appendix A for Proposed timelines**

## The Conversion Process (from Brown Jacobsen)

### 1. How does a school apply for academy status?

A school that wishes to convert to academy status should complete the application to convert form on the Department for Education (DfE) website. You will need to confirm that the governing body of the school has resolved that the school should become an academy. For foundation, trust or voluntary schools, you will also need to have obtained the consent of the foundation, trust or diocese to the academy conversion.

### 2. When can we apply for our conversion grant?

Each school can apply for its £25,000 conversion grant (plus any additional grant, if available) once the DfE has approved the conversion application and the Secretary of State has issued the school with its academy order. The school then needs to complete the support grant claim form on the DfE website.

### 3. What is the general consultation requirement?

The Academies Act 2010 requires a school to consult 'such persons as they think appropriate' on whether the school should be converted into an academy. The statutory requirement does not prescribe who should be consulted or the length of the consultation required, so the general law on consultation applies.

Generally, we would recommend consulting with all key stakeholders, including parents, staff, pupils, other schools, the local authority and the wider community, over a consultation period of about four weeks.

Staff will also need to be formally informed/consulted about the transfer of their employment under the Transfer of Undertakings (Protection of Employment) Regulations 2006 ('TUPE') (see below).

### 4. When should this consultation take place?

Some schools consult with key stakeholders both before and after they make their application. However, the Academies Act 2010 simply requires that consultation is completed before the funding agreement is signed, which is usually around two or three weeks before the planned conversion date.

### 6. What is the process for converting to academy status?

The conversion process involves at least five elements:

- the setting up of a charitable company known as the academy trust with memorandum and articles of association
- putting in place a funding agreement between the academy trust and the Secretary of State for the running and funding of the academy school(s)
- transferring the employment of the staff of the school(s) from the local authority or governing body (as applicable) to the academy trust in accordance with TUPE
- negotiating a commercial transfer agreement for the transfer of assets and contracts of the school(s) from the local authority and/or governing body to the academy trust
- arranging for the academy trust to have use of the land and buildings of the school(s), usually either by way of a 125 year lease with the local authority or the transfer of the freehold of the land, as applicable.

Where a school is joining an existing academy trust, then there is no need to set up a separate company. If the academy trust currently runs only one school then their documentation will need to be updated so that it can become responsible for multiple schools.

Voluntary aided and voluntary controlled schools will need to enter into a church supplemental agreement with the Secretary of State and their diocese, which sets out the use of any church lands by the academy trust and protection of the religious designation of the school.

Multi academy trusts may also wish to enter into a scheme of delegation which sets out which powers of the multi academy trust board of trustees will be delegated to local governing bodies.

The DfE have specified key dates when it expects to receive draft documentation, confirmation that certain documentation has been agreed and receipt of the final, signed documents.

7. How many governing body meetings should be held during the process?

We usually recommend that a school holds at least two full governing body meetings during the process.

The first meeting is held to note the actions required to achieve the conversion and agree on the establishment of a working group who will usually take a lead in approving the draft conversion documentation which will be sent to the DfE and/or local authority for approval. This will normally be held once the academy order has been received.

The second meeting will be held approximately a month before the proposed conversion date. At this meeting, the governors will make the final decision as to whether it is in the interests of the school to convert to academy status.

A group of schools converting to multi academy status may also want to hold 'shadow board' meetings prior to the incorporation of the academy trust. The shadow board is made up of representatives from each school who have delegated powers from their governing bodies to make decisions on how the academy trust should be run once it is established.

8. When is the last point at which the school can change its mind about conversion?

A school can change its mind right up to the point where documents are sent to the Secretary of State for signature, which is usually two or three weeks before the planned conversion date.

### **Documentation**

1. Commercial Transfer Agreement (CTA) for the Transfer of Assets – to be agreed between the Local Authority (or Foundation where appropriate) as the “transferor” and the Governing Body (on behalf of the Academy) as the “transferee”.
2. Memorandum and Articles of Association – to be agreed between the Governing Body and the Department for Education. The Articles of Association will set out the detailed rules of “management” for the Trust, including the constitution and operation of the Governing Body.

The academy documents include provisions that protect the religious character so it is crucial that schools use the standard documents as a package and amend them only after legal advice. These documents have been agreed with the DfE and the National Society.

The Academy Funding Agreement and Memorandum and Articles of the Academy Company, will preserve the current status of each school. For Church of England Schools it makes explicit reference to:

- a) an ethos statement for the school springing from the Christian foundation of the school
- b) the provision for denominational religious education
- c) worship in accordance with the relevant trust deed and Anglican practices

### **3. Supplemental Agreement and Lease**

The Supplemental Agreement is an agreement between the diocese, the Secretary of State and the academy company which regulates the relationship between them. It is an essential part of the document package and has been developed to safeguard the concept of conversion “as is” so that the character of the school and the position of its trustees may be protected. It has been approved by the DfE and reflects the existing statutory powers of DBEs and trustees and meshes in properly with the Memorandum and Articles and, where used, the lease.

4. Funding Agreement – to be agreed between the Governing Body and the DfE. This will set out (amongst other things) the DfE’s ongoing requirements for the conduct of the Trust, the detail of the funding arrangements, and the circumstances in which the Academy status may be withdrawn.

## 5. Trust and Governance

There is a separate document that details roles and responsibilities – see the SAST Scheme of Delegation

The Sherborne Area Schools’ Trust will be the statutory body for all the schools in the Multi Academy Trust. The Secretary of State for Education has entered into an agreement with the Sherborne Area Schools’ Trust to run the schools in the Trust and therefore the Multi Academy Trust Board is responsible for the standards and operation of all schools in the Trust.

The Multi Academy Trust Board may delegate the authority to make certain decisions to a local governing body or other committee, and must approve the membership and proceedings of any local governing body, with due regard to the requirements of the Articles of Association of the Sherborne Area Schools’ Trust. Levels of delegation to a school may be modified as a result of a risk assessment or unfavourable evaluation/inspection evidence.

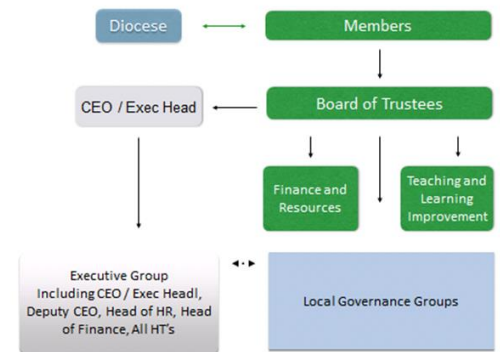
Only the Trust Board can take decisions on the delegation of powers. This includes:

- the establishment of local governing bodies,
- the approval of terms of reference,
- the appointment of trustees and governors [with the exception of elected parent or staff governors and in liaison with the Diocese regarding the position of Diocesan/Foundation representation],
- the delegation of any powers to a school local governing body or Trust committee or an individual in the SAST
- any changes to previous agreements.

The SAST and its schools will continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear and simple but effective accountability including slim and streamlined governance.

The MAT will have a governance structure of 3 core levels :

- **Members:-** Members are akin to the shareholders in a commercial company, they appoint the Trustees to run the SAST, and are the only people able to amend the Articles of Association of the SAST. There will be up to 6 members of which 1 will be the Diocese of Salisbury in a corporate capacity and 2 other will be of foundation status. Members will have strategic vision, collectively will have a range of skills such as academic/education, financial, legal, corporate business and creative/cultural.
- **Board of Trustees:-** Trustees are those people who actually run, determine policy, and make decisions for the SAST. They are the statutory Governing Body of each School within the SAST. There will be 12 trustees including 6 with foundation status. The Trustees will be appointed on the basis of the skills balance required for the SAST including finance, legal, HR, project/business management, education, estates. The CEO/Executive Principal will be a Trustee.
- **Local Governance:-** Within the shared vision of the SAST each school will retain a Local Governing Body with agreed delegation to respond to the context, status, needs and resources of its school community and its connections to the wider world. The Local Governing Group will focus on teaching and learning, standards and achievement, community and safeguarding. There will be up to 12 local governors in each school and each Local Governing Group will be established to reflect its VC, VA or community status. There will be no local level sub-committees.



The SAST Board of Trustees will have two central Trust Committees for Teaching and Learning Improvement and Finance and Resources . All schools within our MAT will be accountable to the Board of Trustees for standards and achievement.

The MAT will have an operational management structure to lead and support its aspirations. This will include a CEO/Executive Principal and a Financial Director role (as required by the Academies Financial Handbook) who will be appointed by the Board of Trustees. There will be an Executive Board chaired by the CEO which includes all school Headteachers and the Finance Director and Head of HR.

The Diocese of Salisbury will be kept informed by the Corporate member, Foundation members and governors on issues of concern or Trust change which affect church academies. This would include school effectiveness, Christian distinctiveness, financial sustainability, safeguarding and CEO/Headteacher issues.

## Key Governance and Operational Groups and Individuals – a Summary

<p><b>Members</b></p> <p><b>Core Purpose</b></p> <ul style="list-style-type: none"> <li>• Overarching responsibility</li> <li>• Articles</li> <li>• Appoint/remove trustees</li> </ul> <p><b>Membership</b></p> <ul style="list-style-type: none"> <li>• 6 in total</li> <li>• 3 Foundation</li> <li>• 2 members also trustees</li> </ul> <p><b>Meetings</b></p> <ul style="list-style-type: none"> <li>• 2 per year</li> </ul>	<p><b>SAST Board of Trustees</b></p> <p><b>Core Purpose</b></p> <ul style="list-style-type: none"> <li>• Strategic direction</li> <li>• Policy framework</li> <li>• Employer</li> <li>• Compliance</li> <li>• Risk management</li> <li>• Company directors</li> </ul> <p><b>Membership</b></p> <ul style="list-style-type: none"> <li>• 12 in total</li> <li>• 6 Foundation</li> </ul> <p><b>Meetings</b></p> <ul style="list-style-type: none"> <li>• Up to 6 meetings per year</li> </ul>	<p><b>SAST Finance and Resources Committee</b></p> <p><b>Core Purpose</b></p> <ul style="list-style-type: none"> <li>• Finance</li> <li>• Audit</li> <li>• Premises</li> <li>• Financial compliance</li> </ul> <p><b>Membership</b></p> <ul style="list-style-type: none"> <li>• at least 5 Trustees</li> <li>• the CEO</li> <li>• the SAST Finance Director</li> <li>• One school HT</li> </ul> <p><b>Meetings</b></p> <ul style="list-style-type: none"> <li>• Up to 4 meetings per year</li> </ul>	<p><b>SAST Teaching and Learning Improvement Committee</b></p> <p><b>Core Purpose</b></p> <ul style="list-style-type: none"> <li>• Performance &amp; standards</li> <li>• Educational development</li> <li>• Staffing</li> <li>• Safeguarding</li> <li>• Other compliance</li> </ul> <p><b>Membership</b></p> <ul style="list-style-type: none"> <li>• at least 5 Trustees</li> <li>• the CEO</li> <li>• the SAST Head of HR</li> <li>• Two school HTs</li> </ul> <p><b>Meetings</b></p> <ul style="list-style-type: none"> <li>• Up to 4 meetings per year</li> </ul>	<p><b>Other SAST Sub committees</b></p> <ol style="list-style-type: none"> <li>1. Pay and Remuneration</li> <li>2. Staff Disciplinary</li> <li>3. Student Disciplinary</li> </ol> <p><b>Membership</b></p> <ul style="list-style-type: none"> <li>• Any 3 trustees</li> </ul> <p><b>Meetings</b></p> <ul style="list-style-type: none"> <li>• As required</li> </ul>
<p><b>School Local Governing Body</b></p> <p><b>Core Purpose</b></p> <ul style="list-style-type: none"> <li>• School improvement</li> <li>• Community provision</li> <li>• Curriculum</li> <li>• Teaching and learning</li> <li>• Behaviour</li> <li>• School facility and budget monitoring</li> </ul> <p><b>Membership</b></p> <ul style="list-style-type: none"> <li>• Up to 12 per school</li> <li>• Designation to mirror existing school status</li> </ul> <p><b>Meetings</b></p> <ul style="list-style-type: none"> <li>• Max 5 per year</li> </ul>	<p><b>Executive Group</b></p> <p><b>Core Purpose</b></p> <ul style="list-style-type: none"> <li>• Quality</li> <li>• Consistency and coherence</li> <li>• Sharing</li> <li>• Improvement</li> </ul> <p><b>Membership</b></p> <ul style="list-style-type: none"> <li>• CEO</li> <li>• All HTs</li> <li>• Finance Director</li> <li>• Head of HR</li> </ul> <p><b>Meetings</b></p> <ul style="list-style-type: none"> <li>• Every 1-2 weeks</li> </ul>	<p><b>Chair of Governors Group</b></p> <p><b>Core Purpose</b></p> <ul style="list-style-type: none"> <li>• Support strategy development</li> <li>• Board/LGB communication</li> </ul> <p><b>Membership</b></p> <ul style="list-style-type: none"> <li>• Chair of Trustees</li> <li>• Vice chair of trustees</li> <li>• Chairs of all LGBs</li> </ul> <p><b>Meetings</b></p> <ul style="list-style-type: none"> <li>• 2 per year</li> </ul>	<p><b>Executive Head /CEO</b></p> <p><b>Core role</b></p> <ul style="list-style-type: none"> <li>• Chair of Executive Board</li> <li>• Quality</li> <li>• Consistency and coherence</li> <li>• Collaboration</li> <li>• Improvement</li> <li>• Growth</li> </ul> <p><b>Meetings</b></p> <ul style="list-style-type: none"> <li>• Every 2-4 weeks with EB</li> </ul>	<p><b>Other operational groups</b></p> <ul style="list-style-type: none"> <li>• Finance</li> <li>• HR</li> <li>• Site/Premises</li> <li>• Grounds</li> </ul> <p>To be developed</p> <ul style="list-style-type: none"> <li>• e-learning/ICT</li> <li>• Promotion/marketing</li> <li>• SEND</li> <li>• Catering/Food</li> </ul> <p><b>Meetings</b></p> <p>As required</p>

### The appointment of trustees and members

It was agreed at the outset that the Members and Trustees would be appointed on the basis of skills and not representation from each participating school. It is important that there was a balance of existing Governors becoming Trustees/Members to preserve and protect the Memorandum of Understanding, mission and values.

All exiting Governors from all the schools were invited to express an interest in becoming a member/trustee. In addition an advert was placed inviting expressions of interest from a variety of individuals in the local community with a wide-range of skills and expertise. These may include strategic leadership, business management, finance, law or educational improvement.

Process of advert, application and interview for those in waiting

Aspects assessed included commitment to improving education for all pupils, strategic planning project/business management community links and involvement, finance knowledge, any legal experience, Church of England, HR people management interest – sensitivity, ability to represent the SAST with confidence and quality, have the time commitment, communication skills – clarity, able to listen, and values consistent with the SAST aims



Members and Trustees in waiting

Proposed Members		Proposed Trustees			
<b>Nigel Rees NLG</b> Leadership, governance, finance, business	<b>Paul Taylor</b> Diocese of Salisbury, education, community, pastoral care Foundation	<b>Nigel Rees</b> Leadership, governance, finance, business	<b>Janis Hill</b> HR, community, education, staffing Foundation	<b>Roy Davey</b> Education – Primary and secondary School improvement Foundation	<b>Jenny Dwyer</b> Education – Secondary Strategic Leadership School Improvement Foundation
<b>Jono Tregale</b> Community development, communication, strategic planning and pastoral care. Foundation	tbc	<b>Jono Tegale</b> Community development, communication, strategic planning and pastoral care. Foundation	<b>Phil Tebbatt</b> Finance, legal, commercial	<b>Caryl Plewes</b> Strategic, Governance School improvement Primary education Foundation	<b>Jill Hogben</b> HR, safeguarding, community, training Foundation
<b>John Ponsonby OBE</b> Strategic, business, commercial, training	tbc	<b>Tim Bartley</b> Business, project leadership, finance, asset management	<b>Tony Cooke</b> Strategic leadership, business, commercial	<b>Peter Tait</b> Education – primary, secondary, national education writer, school leadership	<b>Exec Head/CEO To be appointed</b>

**Appointment of Local Governing Bodies**

Each school will continue to have its own local governing group and will have the earned autonomy to develop its provision so that it meets the needs of all its pupils and their families.

The membership balance of the LGB will reflect its pre-existing status. The Trust Board has responsibility for the establishment of a local governing body in each school, with agreed delegation arrangements. Membership will come from the local community and the LGB must have a balance of experience and expertise to fulfil its functions. The seven principles of public life (the Nolan principles) define the characteristics required by local governors.

The LGB will recommend the Chair and the Vice Chair to the Board of Trustees for approval. The Academy Trust Board may appoint/ remove the chair. Criteria for effective chairmanship will be established. Support and training will be provided for chairs and LGBs. The delegation arrangements should be kept under constant review, and should be approved each year with regard to each member academy, (e.g. the first Trust Board meeting in the autumn term). Good practice requires the Trust Board to consider the delegation arrangements at least annually.

**The proposed membership constitution of each school LGB is shown in Appendix B**

## 6. SAST Organisation

Our MAT will give Headteachers a high degree of autonomy, alongside support and challenge in leading their schools, and will encourage them to focus on teaching and learning. At the point of formation there will be a distributed model across existing schools using expertise and experience across all schools. There will be some central functions. The following key SAST functions and roles have been identified:

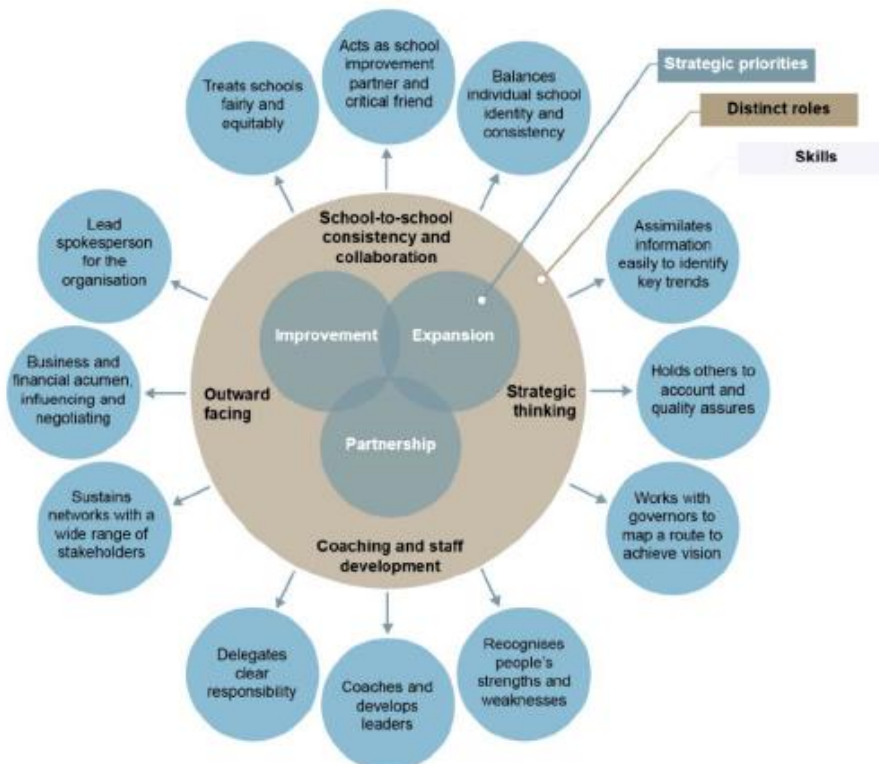
Executive Head/CEO	Finance	HR
<ul style="list-style-type: none"> <li>• Chair of Executive Group</li> <li>• Core roles</li> <li>• Overall performance and quality</li> <li>• Consistency and coherence</li> <li>• Sharing best practice</li> <li>• School improvement</li> <li>• Delivery of Development Strategy</li> <li>• Trust Accounting Officer</li> <li>• Growth of the Trust</li> </ul>	<ul style="list-style-type: none"> <li>• A Head of Finance (FD) with accountancy qualifications will be appointed internally</li> <li>• The responsibilities for the finance team is in scheme of delegation</li> <li>• It will include providing a high quality of service for all as well as saving and generating money</li> <li>• New finance software will be required for all schools with appropriate training</li> <li>• Any School backfill will be sourced from existing staffing across the schools</li> <li>• RAGF grant needed to provide system</li> </ul>	<ul style="list-style-type: none"> <li>• A Head of HR with HR qualifications will be appointed internally</li> <li>• Additional staff resource will needed either from existing staff or external HR package</li> <li>• Some HR functions eg recruitment will continue in existing roles in primary schools</li> <li>• RAGF grant needed to provide system software</li> </ul>

Considerable development work is needed to ensure key functions are in place at conversion and a smooth transition takes place. It has been agreed to have all three SAST posts established with successful applicants “in waiting”. Each post will start formally on conversion. All posts will be advertised internally across all the prospective member schools because:

- The PSIB want someone who understands and supports the mission and values of the SAST
- There is potential experience and expertise available
- There are limited resources to afford additional external appointments
- Headteachers and PSIB wanted a dedicated Executive Head (rather than part-time) to lead the size of organisation to be formed

A job description and person specification has been produced for each role. The recruitment process will require a full application, interview and references being called.

The elements of the Executive Head role: NFER/NGA



Other roles

<p>SAST Teacher roles</p> <ul style="list-style-type: none"> <li>• Subject to RAGF grant funding key teacher support roles to enable the education improvements will be considered</li> <li>• This could include posts for:             <ol style="list-style-type: none"> <li>Lead literacy post KS1-KS4– 1 day per week one year</li> <li>Lead disadvantaged post KS1-KS4 – 1 day per week</li> <li>Lead more able KS1-KS4 – 1 day per week</li> </ol> </li> </ul>	<p>Clerking</p> <ul style="list-style-type: none"> <li>• Proposed that there is one SAST clerk for all SAST meetings</li> <li>• Proposed that there is one clerk for all LGB meetings</li> <li>• Existing experience in place for LGB role</li> </ul> <p>PA role to Exec Head</p> <ul style="list-style-type: none"> <li>• Likely to be part of a role</li> <li>• Could be a shared role</li> </ul>
--	---

Future areas for collaboration

<p>Estates</p> <ul style="list-style-type: none"> <li>• An Estates Manager for the Trust cannot be funded from a 2.5% top slice</li> <li>• Estates would remain as is initially.</li> <li>• This is an important need and desire for the small primary schools</li> <li>• Additional site support will be required for the 3 small primary schools - funded directly</li> <li>• This could be afforded from savings from BMIS and grounds maintenance which are not included in savings calculations.</li> </ul>	<p>IT</p> <ul style="list-style-type: none"> <li>• There are key advantages of greater synergy in both the admin and curriculum IT systems and networks across the school</li> <li>• The Admin structure should be addressed first to support the finance and HR functions</li> <li>• Secondary uses Progresso; SIMS support need to continue in Primary</li> <li>• Parent, student, curriculum support will be considered subsequently</li> <li>• RAGF grant needed to support</li> </ul>	<p>Operations</p> <ul style="list-style-type: none"> <li>• The position of Operations Manager has been advised by independent consultants and other MATs.</li> <li>• The OM would be responsible for admin team, cleaning, site, IT, use of facilities, compliance, audit, premises plan, health and safety, utilising your assets, estate maintenance plan</li> <li>• This allows the FD to focus on financial responsibilities.</li> <li>• Initially these functions will need to be covered by existing staffing.</li> </ul> <p>There is not funding to afford an additional post unless school want to contribute more</p>	<p>Others</p> <p>Commercial Manager</p> <ul style="list-style-type: none"> <li>• Raise income; run commercial activity; maximise use of our assets</li> <li>• Possible in future – self funding ?</li> </ul> <p>School Training</p> <ul style="list-style-type: none"> <li>• Manage teacher training inc School Direct. New role or existing tbc</li> <li>• Current North Dorset lead possible</li> <li>• Will need to be costed</li> </ul>
--	--	--	---

## 7. SAST Financing

### National context

The National Audit Office Report December 2016 said state schools in England will have to find £3bn in savings by 2019-20, says the public spending watchdog. Schools face 8% real term budget cuts. The NAO report says funding is not keeping pace with increased pupil numbers and rising costs of national insurance and pension contributions - and the budget gap will have reached £3bn by the end of the decade. School budgets are being squeezed by pay rises, the national living wage, higher employer contributions to national insurance and pensions, and the apprenticeship levy. The overall budget is protected against inflation, but the NAO report says that rising numbers of pupils will mean schools will face cuts in real-terms per-pupil income.

### New national funding formula – funding for 2018-19

Indicative figures in the consultation for 2018-19 onwards have been published (although there will still be some local discretion for the first year). From 2019-20 Schools funding will be determined by the Dfe and Dorset Schools Forum will no longer be involved in this. The change is not the same for each type of school. In 2018-19 the new national funding formula could increase SSAT funding by £170,000 (see table below) or +1.8%.

LA name	LAESTAB	URN	School Name	Phase	Baseline funding	Illustrative NFF funding if formula implemented in full in 2016-17, without transitional protections		Illustrative NFF funding in the first year of transition	
					Funding the school received in 2016-17 or 2016/17	Illustrative total NFF funding	Percentage change compared to baseline	Illustrative NFF year 1 funding	Percentage change compared to baseline
Dorset	8354512	138471	The Gryphon School	Secondary	£5,429,000	£5,520,000	1.7%	£5,520,000	1.7%
Dorset	8353049	113775	St Mary's Church of England Voluntary Controlled Primary School, Bradford Abbas	Primary	£491,000	£503,000	2.3%	£502,000	2.3%
Dorset	8353028	113786	Sherborne Abbey Church of England Voluntary Controlled Primary School	Primary	£988,000	£988,000	2.1%	£988,000	2.1%
Dorset	8352029	113673	Sherborne Primary School	Primary	£1,120,000	£1,151,000	2.8%	£1,149,000	2.8%
Dorset	8353367	113816	Thornford Church of England Voluntary Aided Primary School	Primary	£413,000	£418,000	1.2%	£418,000	1.2%
Dorset	8353058	113781	St Andrew's Church of England Primary School, Yetminster	Primary	£568,000	£576,000	1.4%	£576,000	1.4%
Dorset	8353050	113776	Buckland Newton Church of England School	Primary	£347,000	£371,000	6.9%	£353,000	1.8%
Total					£9,336,000	£9,527,000		£9,506,000	£170,000

### Estimated funding levels

Funding comes from the General Annual Grant (GAG), paid by the EFA. The EFA will issue formal notification of grant funding for each school in the month prior to the date of conversion.

The GAG is made up of different elements;

1. School core funding - by far the largest element of GAG, known as its delegated budget share. This will be calculated using the same formula as is currently used for all Dorset schools.
2. Education Services Grant (ESG) - Academies receive ESG to cover services that a local authority would normally provide to a maintained school, such as HR, audit and asset management. The ESG is ending but current academies and new academies formed before 1 September will continue to be eligible for £77 ESG per student. We do not know about ESG for academies after 2017-18. Schools which convert to academy status from September 2017 onwards will not be eligible for the ESG or ESG protection.

	The Gryphon	Sherborne Primary	Buckland Newton	Abbey	Thornford	Bradford Abbas	Yetminster	SLC	New ESG Total not inc	New ESG Total
ESG May-Aug 2017 £77 per pupil	£122,892Tot	£ 7,800.87	£ 1,905.75	£ 6,733.65	£ 2,642.64	£ 3,150.84	£ 3,811.50	£ 4,383.23	£ 26,045.25	£ 30,428.48
Annual ESG	£ 121,664.00	£ 23,402.61	£ 5,717.25	£ 20,200.95	£ 7,927.92	£ 9,452.52	£ 11,434.50	£ 13,149.68	£ 78,135.75	£ 91,285.43
Actual ESG expected with 1% protection loss	£ 66,157.00	£ 12,363.31	£ 2,263.29	£ 10,388.08	£ 3,786.36	£ 4,524.72	£ 5,773.85	£ 8,418.18	£ 39,099.61	£ 47,517.79

3. Sixth Form Funding from the EFA
4. In addition each school receives Pupil Premium funding and the DFCG.

The final figure for additional funding is not confirmed until conversion. Funding for academies is made on an academic year basis ie 1 September to 31 August, rather than the financial year as present.

## Budget Projections

### Future Expenditure

- Schools understand the need for expenditure to remain within funding and income levels
- All schools, whether academies or not, are affected by increased costs including:
  - ✓ Teachers Pay - 2017-18 Pay Award assuming 1% for all and Pay Progression
  - ✓ Support Staff Pay - 2017-18 Pay Award and Pay Progression
  - ✓ National Living Wage rate to increase to at least £9/hr by April 2020 (currently £7.20/hr)
  - ✓ Apprenticeship levy - Payable by organisations with a payroll in excess of £3m per annum (0.05% payable)
  - ✓ NI contributions increases - +3.4% from 1 Sept 2016; Teachers Pensions +2.4% from 1 Sept 2015
- Potential savings are anticipated through economies of scale, any future changes to structures, an increases in commercial income etc

### Conclusions from budget analysis

- The ESG and initial savings are required to provide funding for the MAT.
- The regional academy growth fund (RAGF) is necessary to provide funding to afford set up costs and Year 1 costs before any further savings are possible.
- In 2017-18 the SAST budget is sustainable.
- In 2018-19 funding is likely to marginally increase from the NFF and increases in student numbers. Costs will increase and create pressures particularly for 2018-19. Cost savings will need to be sought of around 1.5%. This will be the case for all schools.
- Further income generation will be important to minimise cost reductions.

## Central SAST Costs

- A 5% top slice is common in other local MATs. National MATs have larger top slices (eg ARC 11-12%)
- A 5% top slice is not affordable for SAST schools.
- The model proposed is 2.5% initially which will fund central SAST staffing for an Exec Head/CEO, Head of Finance and Head of HR. Other services will be provided collectively and paid for by each school. The top slice will be reviewed as the MAT is formed and develops.
- These costs would reduce as the MAT grew in number of schools and students.
- The maintained schools will no longer pay for the HR and finance services through the LA. These services will be provided by the MAT. Current expenditure on HR services totals £17,950 and finance services total £22,395. Payroll will continue through Dorset.
- There are further potential savings from areas that may not be continued or purchased differently eg Absence insurance; Insurance; BMIS; Governor services; IT services. Decisions will be made on these.
- Longer term savings - There are other areas where joint purchasing or new contracts will bring further economies eg telephones, photocopying, printing, stationery, etc
- These savings need to be balanced against additional costs including admissions, safeguarding and accountancy.

## A grant bid has been made to support Set Up costs

- The grant is required to set up central functions for the new MAT
- It will provide time for the due diligence and set up costs for these functions including the release of staff to lead the set up of all SAST wide policies ready for the conversion date.
- Structures and systems will need to be in place on conversion and need to be fit for purpose to enable further expansion.
- This includes resources for integrated provision across all schools for HR, Finance, Health and Safety and administration.
- It is proposed that all schools use the MyConcern software for reporting and monitoring safeguarding concerns
- The grant will enable possible cross MAT roles for key areas identified in the development strategy.

**Proposed services to be sought from Dorset LA**

- Payroll
- Behaviour Support
- Safeguarding/ Child Protection
- Trips guidance
- Admissions
- NQT registration
- FSM eligibility

**Services not continued**

- BMIS
- Procurement

**Proposed services to be provided centrally and sourced**

## Finance

- Finance staffing
- Legal Services
- Asset Management
- Insurances
- Accountancy
- Financial software

## HR

- HR Software
- Staff support inc counselling service
- Well being
- Occupational Health
- DBS

## Advice, Guidance and Support

- Health and Safety guidance
- School Effectiveness
- Service Contracts
- Governor services

## Individual School decisions (for 2017-18)

- Absence Insurance
- Contract catering
- Site (NB Only grounds maintenance is currently provided through the LA)
- Grounds maintenance
- Maintenance Contracts
- Property maintenance
- Inspections/Audits Eg H&S, Risk Assessments, HANDsam
- Minibus checks
- Sanitary Disposal services

**Cost of conversion**

The DfE provides a standard grant of £25,000 for each new academy. This is being pooled in one account.

**Capital Funding**

Academies can apply annually to the Condition Improvement Fund (CIF) for projects over £50,000. Each school continues to receive its DFCG allocation. Schools can apply to the EFA for emergency provision. Trust insurance will cover insured damage.

**Pension Liability**

The Academy would currently take on the responsibility for any existing and future deficit in any pension's fund.

**Managing Risk and Disaster Recovery**

All academies follow the financial regulations and audit requirements set out in the Academies Financial Handbook. The Trust will have an active Risk Register and Business Continuity Plan.

## 8. Staffing

### Staff Pay and Conditions

All existing staff are protected by the TUPE process that protects all existing staff pay and conditions. The exceptions are the staff taking on new SAST roles such as the Executive Head, Head of HR and Head of Finance. Also affected are current Headteachers because the line management structure will change.

There is a strong desire to maintain our current staffing levels. There is no re-interview for existing jobs. It is true that changes to terms and conditions can be made after conversion with agreement but these would be (and usually no sooner than 3 years after conversion). Any subsequent changes are subject to full consultation with staff and professional associations. Changes which do not have an overall detrimental effect on terms and conditions may be made after one year.

The Governing Body and the Local Authority (as the employer) are required to begin formal consultations with unions and staff relating to the transfer of employment contracts to the Academy Trust, as required by the "TUPE" Regulations.

### Pay and Pensions

The Academy company becomes the employer of all staff who transfer to it from the employment of the Local Authority.

The Trust will seek to follow the any national STPCD which sets pay progression and standards for teachers. This will comply with the minimum standards of the national pay and conditions for staff.

The school will ensure all teachers can participate in the national teachers' pension scheme (TPS).

There are no national pay scales for support staff but we would seek to mirror the Dorset structure. The school will ensure that existing support staff can continue with the Local Government Pension Scheme (LGPS) and new staff will be eligible to join it.

Trustees will wish to consider whether there are opportunities to provide the leadership of the Academy with greater flexibility in staff contracts and conditions of service.

### Professional Association and Trade Union Representation

Relationships with the professional associations and unions are very open and positive which we would expect to continue. This includes recognising trade unions and professional associations and continuing to meet with school representatives regularly and as required. A Framework Agreement based on the national TUC will be established.

### School Organisation

Academies do have the ability to change the length of terms and school days. There are no current plans to change these. Any consideration of altering the start and end dates of terms would need to consider the implications and links with other local schools.

### Equality Impact Assessment

There no impacts expected by the conversion to academy status or the formation of a MAT. Current conditions of service are protected under TUPE. HR policies protect all protected groups.

## 9. Other

### **Learning and Curriculum issues**

Our core focus on high quality learning and achievement will always be at the heart of what we do. Academy status should support this by allowing us to provide the facilities, resources and staffing. There is nominally more flexibility in terms of the curriculum we provide. The schools will look to ways of sharing expertise and common curriculum design where appropriate.

### **Behaviour Support**

Academies are required by their funding agreement to follow the law and guidance on exclusions as if they were maintained schools. This includes reporting exclusions to the LA. However, academies do not have to consult the LA before deciding to exclude a pupil and they can arrange their own independent appeals panel.

The school has an excellent working relationship with the Behaviour Support Service and other agencies who support our students who are vulnerable to exclusion. These links will be retained.

### **Accountability**

The members are required to hold an Annual General Meeting and an Annual Report must be published. The Local Governing Body continues to have broad representation from parents, staff and members of the local community. The school will continue to place high regard to regular and high quality information to all members of our community. We will also continue to be receptive and responsive to concerns, complaints and ideas on how we can improve.

Academies are independent schools and are therefore not required to follow the National Curriculum. However, as an Academy with religious designation the institution will still have a SIAMS inspection which will judge the Christian distinctiveness of the school, the quality of teaching and learning in RE, the impact of collective worship, and the leadership and governance.

Academies are monitored by OFSTED in the same way as maintained schools. Inspectors will seek evidence of the impact of those responsible for governance. This includes maintained school governors, proprietors or academy trustees. In a multi-academy trust this may include members of the local governing board at school level, as well as the trustees.

The contribution of governors to the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management. As with the meetings between inspectors and pupils, parents and staff, meetings with those responsible for governance should take place without the Headteacher or senior staff.

- make arrangements for a meeting with the chair of the governing body, or where appropriate the chair of the multi-academy trust, and as many governors as possible – they will also invite as many governors as possible to attend the final feedback meeting
- request either a face-to-face meeting or a telephone call with a representative from the local authority, academy chain, multi-academy trust board, sponsor or other relevant responsible body; this does not apply to stand-alone academy converters
- request that, where appropriate, a representative from the local authority, academy chain, multi-academy trust board, sponsor or other relevant responsible body is present at the final inspection feedback meeting; this does not apply to stand-alone academy converters

In a multi-academy trust, the board of trustees may have established a local governing body to which it may have delegated certain governance functions. In some other cases, there may be a local governing body that is wholly advisory, with no formal governance responsibilities delegated to it. Inspectors should ensure that meetings are with those who are directly responsible for exercising governance of the school and for overseeing its performance.

If OFSTED are concerned about a MAT's performance, they will do batch inspections of a group of schools in the MAT.

### **Should the Academy have employer and public liability insurance?**

The Academy Trust, as the governing body legally responsible for the liabilities of the Academy, must ensure that there is adequate insurance cover to support its activities. The Academy Trust is required to have employer and public liability cover with the suggested minimum cover being £10million for each.



## **Legal Advice**

It is necessary to employ a legal firm for the conversion. All schools are using Taylor Culshaw Solicitors. The new Trust will be conduct a best value tendering process to establish which company can best serve and support the school.

## **Land ownership**

When academies are set up the leasing of land is part of the legal process. LA land is acquired through a 125 year lease at peppercorn rent.

## **Policies Required**

The Department for Education (DfE) has set out the policies and documents which governing bodies and proprietors of independent schools are required to hold. Arrangements applying to academies and free schools are outlined in legislation or in their funding agreements.

There are national policies, model policies, existing LA policies and other exemplars. All statutory and meant additional policies have been adopted by the Governors. On conversion most would continue unchanged, some will require minor amendments and others will be revised in due course.

Statutory policies required by education legislation

- Capability of staff
- Charging and remissions
- School behaviour
- Sex education
- Special educational needs
- Teacher appraisal
- Teachers' pay 10

Statutory policies required by other legislation, which impact particularly on schools

- Data protection
- Health and safety

Other statutory documents

- Admissions arrangements
- Accessibility plan
- Behaviour principles written statement
- Central record of recruitment and vetting checks
- Complaints procedure statement
- Freedom of Information
- Governors' allowances (schemes for paying)
- Home-school agreement document
- Instrument of government
- Minutes of, and papers considered at, meetings of the governing body and its committees
- Premises management documents
- Equality information and objectives (public sector equality duty) statement for publication
- School information published on a website
- Register of business interests of Headteachers and governors
- Register of pupils' admission to school
- Register of pupils' attendance
- Staff discipline, conduct and grievance (procedures for addressing)

D. Documents referenced in statutory guidance

- Child protection policy and procedures
- Early Years Foundation Stage (EYFS)
- Statement of procedures for dealing with allegations of abuse against staff
- Supporting pupils with medical conditions

## **Admissions**

The new Academy Trust becomes the admission authority and responsible for arrangements including annual consultation. Admissions have to follow national guidelines. The criteria for admissions would be unchanged.

## Relationships with other schools and the LA

We have a very productive relationship with individuals at the LA. There is expertise and experience which we would wish to continue to utilise. The LA has been very clear that they see themselves as concerned with all Dorset children in all Dorset schools whatever their foundation. Academies have to be represented on key LA groups such as School Forum and consultative groups. The Chair of the Dorset Secondary Heads leads an academy.

## 10 Future Developments

### Nine Characteristics of Successful Multi Academy Trusts Stages model

There are four possible stages of maturity.

- Beginning – this early stage is an indicator that the Trust is new and that whilst the characteristic has been identified as being important, the progress within the characteristic is embryonic and developmental. Trust activity is focused on oversight and structures as the culture and ethos is established in the schools
- Developing – this moves beyond the embryonic and it is clear that the Trust has started to drive improvement and strategy to embed stronger practice in the schools to sustain their improvement. Key improvements are shared across the Trust
- Embedding – this moves to a more concise model of Trust influence where some of the systems and structures that the Trust wants to embed are now in place and making a difference. Staff work together through Trust co-ordinated work and independent collaborative groups that staff set up themselves.
- Leading – A MAT that is leading will be influencing practice beyond its own organisation. Momentum towards collaboration is now significantly beyond the act of working together to the common understanding and ability to articulate exactly how collaboration works and enables change to be sustained.

MAT Characteristic
Step 1 - there is a well communicated strategic vision & plan that moves seamlessly from implementation into impact. The SI plan can only be delivered through support from the Trust and the Trust priorities can only be delivered through the academies
Step 2 - there is a clear accountability framework for the performance of the Trust that all staff understand, including what happens when key staff under-perform
Step 3 - there are clear quality assurance systems in place to improve consistency and performance
Step 4 - there is a clear delegated framework for governance at Trust Board and local governing body level that makes the responsibilities of both the Board and any LGBs explicit
Step 5 - there is a Trust-wide school improvement strategy that recognises the different interventions needed at different stages of the improvement journey that a school undertakes.
Step 6 - there is a systematic programme of school to school support that is focused on the need of individual academies
Step 7 - there is evidence of skilled management of Trust Risk indicators
Step 8 - there is a clear succession plan for the key posts within the MAT (CEO, Director of Finance, HR, Chair of Board, members and directors, Principals and Vice Principals)
Step 9 - there is a Trust wide commitment to making a contribution to local, regional and national educational networks beyond the MAT

## Growth Strategy

The MAT is distinctive in its locality and therefore initially it is for Sherborne Schools Partnership schools. Growth beyond this would be considered if there were significant benefits to the schools in the MAT or where school to school support is sustainable. Beyond the Sherborne schools partnership group preference will be given to schools that are within the localities that border with the Sherborne area.

The Trust is aware of the location and distribution of other local schools and trusts. This MAT provides for a coherent and distinct geographical and educational area.

The schools within the MAT recognise their moral duty to support other schools. All schools expressing an interest in joining the MAT will be subject to a due-diligence evaluation in order that the MAT understands the contribution the school would make to the MAT and the support needs of the school. There will need to be a thorough evaluation of effective capacity management.

The partnership is open to enquiries from all schools of any or no faith and of any age range. The shared values and vision is critical to the success of the partnership and schools wishing to join will be expected to buy into and demonstrate commitment to them. The Governance structure is being constructed to meet the requirements of future voluntary aided schools.

### Future Growth

Phase 1	Establishment and consolidation	May to September 2017
Phase 2	Sherborne PRU Need to agree Service level Agreement with Dorset LA; confirm business modelling; future leadership	By 31 August 2017
Further Phases Flexibility	Further possible phases other local primaries/secondaries	To be flexible

The partnership is keen that when the time is right, and the schools can demonstrate capacity and expertise they will explore Teaching School Alliance status, Academy Sponsor status and other similar opportunities.

Secondary school relationships and support will be maintained through existing partnership links including those with the Jurassic Coast Teaching School Alliance, School Direct provider, North Dorset, Dorset – DASH, the South West Academies Group, the Jubilee Group, The Princes Teaching Institute and PiXL membership.

## APPENDIX A - Proposed timelines/DRAFT

	Trustees/Members/Exec	PSIB	School/Governors Gryphon	Parents/Staff	TUPE (Primary only)
30 Jan					
6 Feb		Wed 8 PSIB Meeting			
Half term	Internal adverts roles				
20 Feb	Internal adverts roles	Tue 21 Feb SLC Meeting with Brian Hooper from RSC HT Board	22 Feb meet school union reps		
27 Feb	Proposal document issued  Tue 28 Feb Exec Head, Head of Finance, Head HR interviews		Proposal document issued  1 March Gov Committee Meeting	Letter to staff and parents Proposal document made available on school websites and e-mail site for comments	Invite PAs/Unions and staff to meeting and share Proposal
6 March	Wed 8 March Evening for all PSIB members, Trustees plus Exec Group Gryphon 6-8.30pm	PSIB Mon 6 March – agenda to inc <ul style="list-style-type: none"> <li>• Updates</li> <li>• TUPE presentation</li> <li>• INSET Day prep</li> </ul>	Gryphon Staff briefing		
13 March	INSET Day 17 March	INSET Day 17 March  For all staff 9.00-11.30am	INSET Day 17 March  Parent meeting in each individual school inc Gov/HT/EH/Trustee - 1 hour. Monday 13 6.00pm - St Andrews Tuesday 14 6.00pm - Thornford 7.30pm - St Marys Wednesday 15 6.00pm - Buckland Newton 7.30pm - Sherborne Abbey Thursday 16 6.00pm - Sherborne Primary 7.30pm - The Gryphon		
20 March			21 March Finance plus Full Governors Meeting	Deadline for parent feedback	TUPE Initial Consultation meetings held at: <ul style="list-style-type: none"> <li>• small schools together</li> <li>• Sherborne Primary</li> <li>• Sherborne Abbey</li> </ul> Common presentation to be provided with 3 sections: <ol style="list-style-type: none"> <li>1. SAST info – by Governor</li> <li>2. Sarah Taylor – TUPE</li> <li>3. PA/Unions</li> </ol>

27 March					
3 April			Governors agree a resolution to CTA – “final decision”		TUPE Consultation ends
10 April					
17 April					
24 April	New Trustees meeting  Funding Agreement signed by new Trustees and Secretary of State				
1 May	Bank Hol Mon 1 May				
8 May	All dates are draft and would be extended as appropriate.				
15 May					
22 May					
29 May					

## APPENDIX B - Proposed membership constitution of The Gryphon School LGB

Current Governing Body	New LGB
Current 20 Governors <ul style="list-style-type: none"> <li>• 6 Academy – 4 currently</li> <li>• 5 Foundation – 4 currently</li> <li>• 3 Staff – 2 currently</li> <li>• HT</li> <li>• 5 Parent – 3 currently</li> </ul> Plus 2 associate student governors	Future 12 Governors <ul style="list-style-type: none"> <li>• 3 Foundation</li> <li>• 2 staff</li> <li>• 2 parent</li> <li>• 4 LGB</li> <li>• Head of School</li> </ul> Plus 2 associate student governors

## **APPENDIX C - Action Plan (DRAFT – lead, dates and resource needs to be finalised by the Executive Group)**

### **Strategic Strands**

#### **Improved outcomes through**

- 1 Enabling all students to realise their potential in terms of academic attainment and progress, regardless of background and ability
- 2 Providing personalised support to SEND and Disadvantaged students to ensure their progress and attendance matches that of others nationally
- 3 At KS1 improving the percentage of students exceeding expectations in reading, the progress from EYFS for high attainers in reading and writing in identified schools and narrow the gap for disadvantaged students in identified schools
- 4 At KS2 improving the percentage of students meeting expectations in writing, exceeding expectations in combined reading, writing and Maths, meeting and exceeding expectations for disadvantaged students in Maths in identified schools, meeting expectations in Maths as well as meeting and exceeding expectations upper prior attainers in Maths, progress of SEN supported students in reading and writing in identified schools
- 5 At the SLC improving progress in English and Progress 8
- 6 At KS4 improving progress in EBacc English, MFL and SEN students with EHCP and at KS5 improving further KS4-5 progress rates

#### **Supporting excellence in teaching and learning through**

- 1 Co-ordinating assessment and tracking systems for progress including the use of CATs etc
- 2 Sharing and co-ordinating best practice in support for disadvantaged and SEND students including identification
- 3 Developing new curriculum and assessment systems to meet national requirements
- 4 Developing literacy skills of all students from 0-19 in reading, writing and SPAG
- 5 Establishing subject groups and expertise across all schools
- 6 Supporting excellence in teaching and learning through shared leadership, self-evaluation and professional development.

#### **School to school leadership support through**

1. Supporting the school improvement strategies of all schools and supporting the specific needs of any school identified as in need of improvement
2. Being outward looking, linking to the best educational practice globally
3. Developing leadership capacity at all levels to support the highest possible quality of education

#### **A wider range of support and opportunities for students and families through**

- 1 Promoting the personal qualities of respect, independence, mutual support, motivation, high expectations and resilience
- 2 Developing co-ordinated support systems for mental health, ASD and behaviour support for students and families
- 3 Maintaining consistency of approach for high attendance, e-safety, multi-agency working, RRS, safeguarding
- 4 Sustaining a diversity of extra-curricular opportunities, clubs, trips and experiences
- 5 Supporting and encouraging spiritual, moral and social stability for Christians, those of all faiths and none in our community

#### **Securing and managing resources and facilities to sustain high quality provision through**

- 1 Producing a campus capital development programme for the Trust to address maintenance and learning design needs
- 2 Ensuring student recruitment remains high in all schools through excellence and joint promotion
- 3 Trust growth planning which is sustainable and supports its goals and values
- 4 Developing shared support services for estate management, finance, HR, IT/e-learning, admin services, SEND, pastoral care
- 5 Operate in a financially efficient way adopting shared services, including procurement opportunities, to deliver benefits for all schools.
- 6 Explore education commercial opportunities eg on-line services, alternative provision, training courses, leadership support, pre-school/nursery places

### A Improved outcomes (all enabled by sections B, C, D and E)

“The Trust outcomes for young people in terms of the progress they are making from KS1 to 2 or KS2 to 4 are significantly above national averages in all of the academies in the Trust.”

Actions	Impact expected (ie measurable success criteria)
Establish a lead group to support progress of disadvantaged students who will share of successful practise, develop training, enable observations and support families	Progress of disadvantaged students inc FSM matches that of others nationally Narrow the gap for disadvantaged students in identified schools FSM attendance improved
Additional challenge, opportunities and raised expectations of upper prior attainers at KS1, 2 and 3 through establishment of a lead group, sharing of successful practise, training, observations, curriculum planning Eg using independent school students/facilities	At KS2 increase the proportion of students exceeding expectations At KS2 increased proportion of upper prior attainers meet and exceed expectations in Maths At KS1 progress from EYFS for high attainers in reading and writing in identified schools increased
Establish a lead group to support progress of SEND inc EHCP students who will share of identification of individuals and need, successful strategies, develop training, enable observations	At KS2 improved progress of SEND supported students in reading and writing in identified schools At KS4 improved progress of students with EHC Plans
Establishing Trust wide English/literacy strategy including reading, writing and SPG with lead group, shared training, curriculum planning, strategies (eg accelerated reader)	Improved progress at the SLC and KS4 Ebacc English
Maintaining current high destination figures through <ul style="list-style-type: none"> <li>Promoting ambition and aspiration</li> <li>High quality information, advice and guidance</li> <li>Apprenticeship, training, employment and university guidance</li> </ul>	100% in sustained education, employment or training (nationally 92%) 80% post 16 levers in sustained education, employment or training (nationally 73%) 60% post 16 levers in sustained higher education destinations (nationally 48%)

### B Excellence in teaching and learning

“There is a clear path of accountability that enables discussions to take place from the Trust Board Chair to the CEO, the Trust Board Chair to Chair(s) of any local governing bodies, the CEO to Principals and Principals to their team members that improves standards. Performance Management is excellent Trust-wide.”

Actions	Impact expected
Agree a primary tracking and assessment system to be used by all schools	Improved consistency and quality of assessment Sharper tracking of students below age appropriate standards
Agree a cycle of inter school moderation of T&L, work scrutiny and pupil voice which will feed into the SAST’s CPD and Performance Management objectives	Improved outcomes Improved consistency and quality of assessment Quality assurance Increased challenge
Establish a cross key stage training (INSET) plan for teaching and learning inc all staff visit at least one other primary school in the trust and one other secondary school	Improved quality of teaching and learning Improved outcomes
Audit and plan for literacy and numeracy provision within the MAT using National Leaders of Education as advisors	Improved literacy and numeracy progress
Identify key people who will review and disseminate excellent practice in T&L, SEND, G&T, EYS, for example	Enhanced leadership Raise standards
Agree a cycle of self-evaluation, moderation and standardisation of all subjects which will feed into the SAST’s CPD and Performance Management objectives	Improved consistency and quality of assessment Quality assurance Increased challenge
Develop a SAST curriculum which ensures our children are global	Review and evaluate existing curriculum experiences

learners	Design new curriculum Establish a common approach to MFL learning and language focus
----------	---

### C School to school leadership support

“The Trust has improved the majority of its schools to the point at which those that were once weak now have capacity and strength to support new schools joining the MAT or schools beyond the Trust. They can also peer review with confidence other schools in the Trust. MAT leaders can articulate their school improvement repertoire.”

Actions	Impact expected
Support and monitor the St Andrews post-OFSTED Action Plan External review provided through JCTSA and existing providers	Judged at least good at next Inspection See section below
Identify the needs of each school (via SD Plans) in the MAT and put in support	All schools judged good or better (goal for all schools to be outstanding)
Triggers for support and intervention with under performing schools are agreed	Sharp monitoring Leadership capacity to maintain at least good standards
School to school support services for other schools are identified in a support programme package which is fully costed inc JCTSA (also consider Challenge Partners)	External independent support and evaluation in place Peer SAST Review programme in place Outreach programme is produced
Common approach to school self evaluation is established including summary SEFs	Accurate and honest self evaluation in all schools Share strengths and lines of enquiry/areas of weakness are explicit
Common approach to HT appraisal is established	Raise quality of leadership challenge
Make effective links with National Teaching Schools - JCTSA and work towards becoming a National Teaching School MAT	To raise standards Outward looking Best practice sharing
The Trust has developed partnerships with external groups beyond those that the academies have sustained. These partnerships enable the Trust to be better connected to regional and national networks that benefit children and staff	Current links Secondary school relationships and support will be maintained through existing partnership links including those with the JCTSA, School Direct provider, North Dorset, Dorset – DASH, the South West Academies Group, the Jubilee Group, The Princes Teaching Institute and PiXL membership. Consider Challenge Partners Sustain the Primary small cluster and Dorset groups. Look to expand into JCTSA primary; PiXL primary
Develop professional development and career progression opportunities within, across and beyond the SAST	Retain and recruit high quality staff
Middle leader development programme is established	SLEs identified, trained and deployed to support within and beyond the Trust
Senior leader development programme is established	Support senior leader succession planning
Talent Management Plan	<i>The Trust has a talent management programme that supports and develops talented teachers and leaders and equips them to work effectively across the Trust in different academies and roles. These blend CPD opportunities with wider leadership experience.</i>
Develop the capability to act as a sponsor school by helping other schools in need of support and having an impact	Awarded sponsor school status



#### D A wider range of support and opportunities for students and families through

Actions	Impact expected
Supporting children and their families who are SEND or have social and emotional needs	Sherborne Learning Centre becomes a hub for SEMH provision
Dorset audit of Safeguarding completed fully for all schools and judged to be outstanding	All safeguarding requirements are met in full
Have a SAST curriculum with milestone opportunities which ensures high aspirations for all	Each child and their families have high aspirations for their future
Identify the needs of our community (social, emotional, educational)	Ensure professional support is distributed effectively and efficiently throughout all our schools eg Ed psych, family support
Each school to maintain a high quality programme of extra-curricular opportunities which should include ( <i>accessible for all ?</i> ) residential opportunities	Personal development Aspiration Healthy lifestyles and choices
Sharing strategies to promote Christian distinctiveness	Each Church School in our MAT to be Outstanding in SIAMs
Sustain the high quality of existing KS2-3 pastoral transition	Social and emotional well being Support continued and smooth academic progression
Supporting parent literacy <ul style="list-style-type: none"> <li>• Reading</li> <li>• Parental engagement</li> </ul>	Improved student literacy and aspiration

#### E Securing and managing resources and facilities to sustain high quality provision

Actions	Impact expected
Establish a SAST Head of Finance and Finance Team to support all schools	Operate in a financially efficient way adopting shared services
Establish a SAST Head of HR and HR support team	HR supportive and proactive
Evaluate all Asset Management Plans and prioritise works	5 year campus capital development programme for the Trust produced to address maintenance and learning design needs
Develop shared support services for estate management, IT/e-learning, admin services, SEND, pastoral care	more cost efficient joint procurement and organisation of Economies of scale
Risk plan is constructed and live for all schools and the SAST risk register is in place	<i>The Board risk is managed well and there is a clear relationship between risk and mitigation. The board has a structure in place that ensures that not only current risks are managed well but that there is a 3-5 year risk anticipation plan in place that is under regular review</i>
There is a clear succession plan for the key posts within the MAT (CEO, Director of Finance, HR, Chair of Board, members and directors, Heads)	Continuity of talent and provision Career development opportunities
Finance Team to investigate ways to generate new income and commercial opportunities	Set up of on-line services, alternative provision, training courses, leadership support, pre-school/nursery places
Design and regularly review a carefully planned growth strategy	New schools join SAST in line with strategy See section below
Review and support of school promotion and branding to support high levels of student and staff recruitment	Student recruitment remains high in all schools  All school are full