



THE POWER OF
PARTNERSHIPS

What is needed from powerful school partnerships?

- TRUST in its name and practice
- EDUCATIONAL in its purpose
- COMMITTED to pursue excellence in all its does
- COMMUNITY in its focus
 - Designed to provide educational excellence for the young people of a distinct geographical community
- COLLECTIVE in its responsibility
 - For all children in its schools, 4-19
 - to all stakeholders, past, present and future
- COLLABORATIVE in its decision making



ST ANNE'S FULSHAW



Styal Primary School
Valuing the Individual to Believe and Achieve



The time has come...

- ... to build a more formal partnership based on these principles because....
 - We want to continue SHAPING OUR DESTINY rather than become a junior partner in another organisation
 - We believe that our size means an “ALL-THROUGH” rather than phase-based MAT offers the greatest potential to address current and future educational challenges
 - We believe the educational needs of our local COMMUNITY are sufficiently large and complex to demand that we remain locally focused rather than exploring partnerships across a greater travel distance



ST ANNE'S FULSHAW



Styal Primary School
Valuing the Individual to Believe and Achieve



TCET

- The
- Collaborative
- Educational
- Trust

of Wilmslow

Why should we form TCET?

- Because the TRUST is being
 - built COLLABORATIVELY
 - in order to provide EDUCATIONAL EXCELLENCE
 - for all our geographical COMMUNITY
 - by the six schools taking COLLECTIVE responsibility
 - while maintaining the character, ethos and identity of each INDIVIDUAL school
- An opportunity for us all to grow and develop

Why TCET?

Preserve and Thrive

Preserve

- Identity, culture and ethos of individual schools
- Commitment to the needs of all in our local community
- Good relationship with Local Authority
- Existing Terms & Conditions of employment for existing staff
- Resources being focused on student needs rather than large central services

Thrive

- What can we learn from each other
- Greater collective responsibility for the needs of all in our local community
- Build a better relationship with central government funding agencies
- Create new opportunities for professional development and career progression of staff
- Achieve greater economies of scale

Consultation website – reasons why?

(i)

- expand the provision offering a 0-19 education that is truly inclusive, being able to support every child through every stage of their learning journey
- create a real family of schools and to develop a ‘through school’ framework
- understand better both primary and secondary phases, which will improve transition and accelerate students’ progress.
- develop the shared values of the partnership
- deepen our collaboration to secure the best outcomes for all the children
- work together to improve teaching and learning and continue to maintain a high quality curriculum in each school

Consultation website – reasons why?

(ii)

- enable the school leadership teams to focus more on teaching and learning and whole school improvement by reducing the administrative burden on individual schools on issues such as policy development and procurement
- provide effective school to school support by sharing best practice
- enhance school improvement within the partnership
- pool resources, services and support to ensure the best outcomes for all in our community
- respect, maintain and develop each school's individual culture, values, ethos and identity
- improve recruitment, retention, Continuing Professional Development and succession planning
- achieve economies of scale and to improve value for money
- shape our destiny within a changing school system

What questions will this raise?

We have prepared a set of FAQs organised as follows:

- General
- Staff
- Parents
- Governance

We are keen to address any issues these do not cover

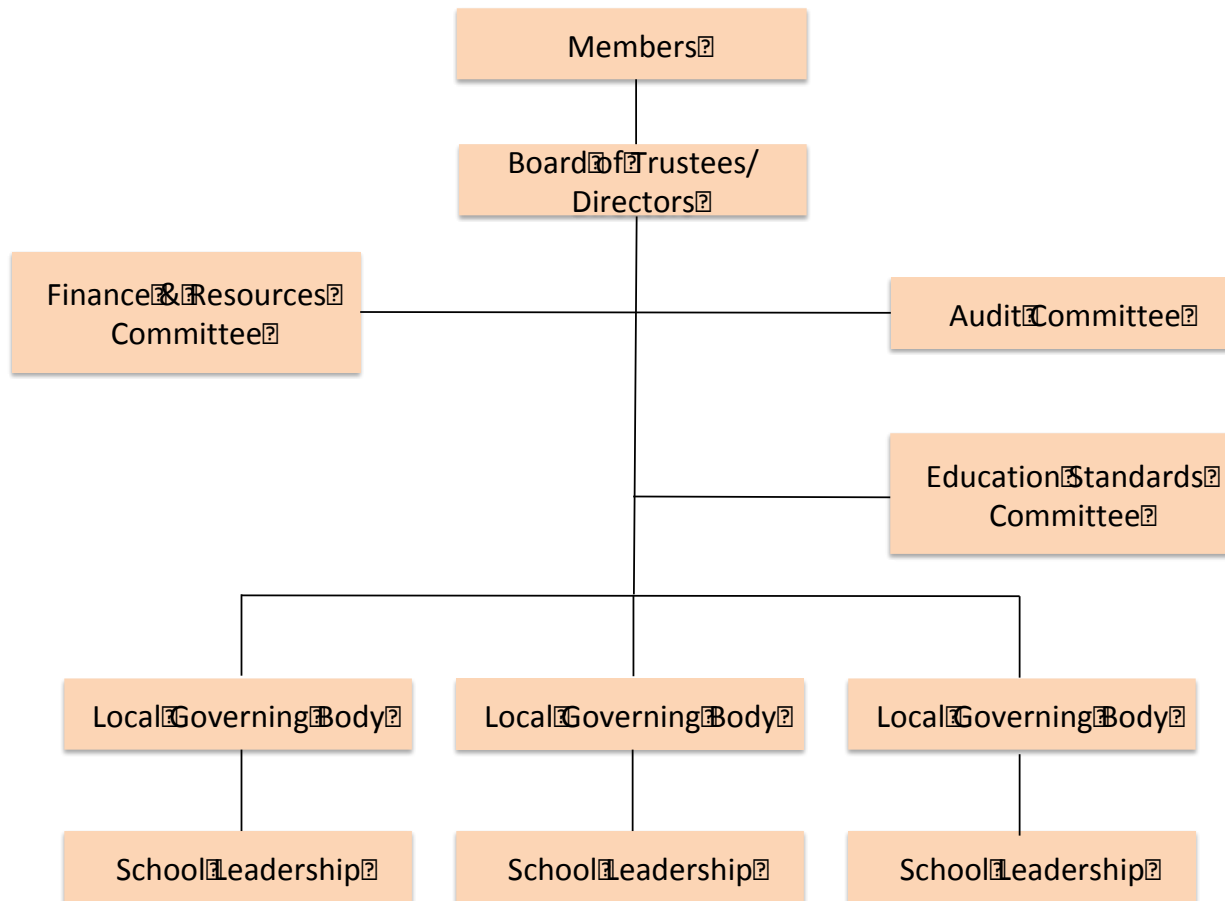
We will seek to do so COLLECTIVELY rather than separately

FAQ - General

1. What is a Multi-Academy Trust?
2. Will my school definitely become an Academy?
3. Are other schools also creating MATs?
4. Why are we looking to form a MAT rather than join an existing one?
5. What are the benefits of forming this MAT?
6. What about the other schools within the Wilmslow Educational Partnership?

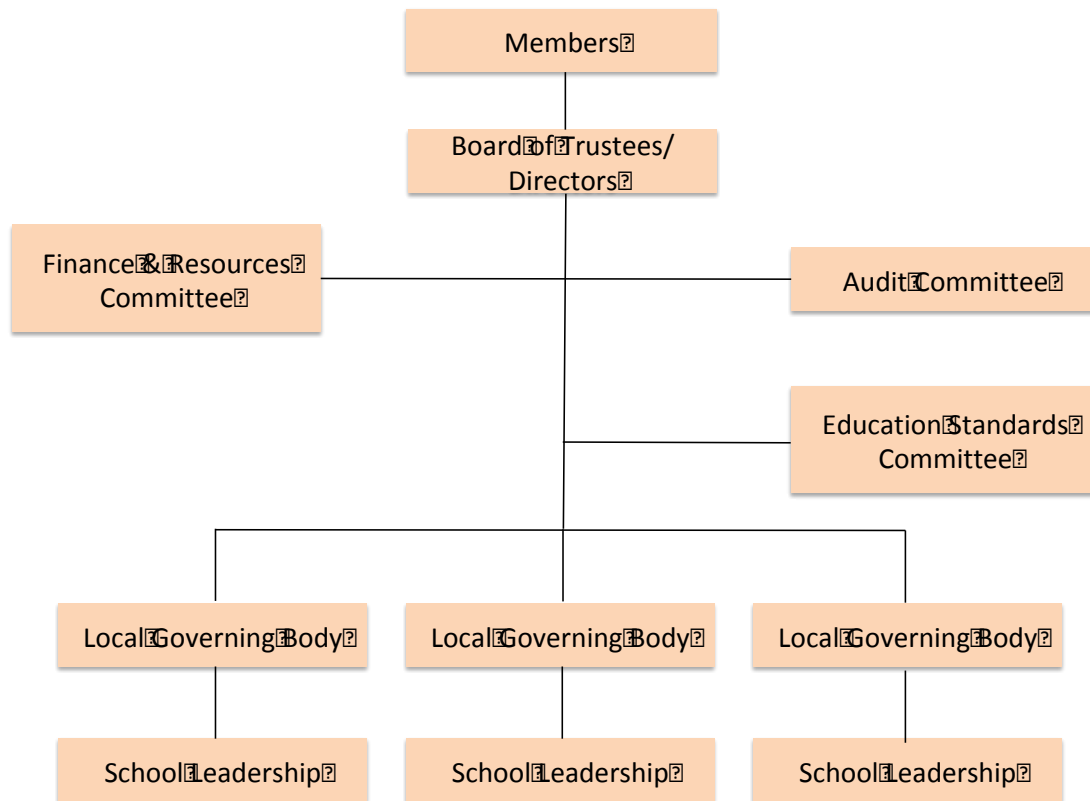
State schools in the locality	MAT-status
Nether Alderley Primary School	Part of The Fallibroome Trust
Gorseley Bank Primary School	Part of The Laurus Trust
The Wilmslow Academy	Part of The Aspire Multi-Academy Trust
Lacey Green Academy	The Lacey Green Academy Trust
St Benedict's Catholic Primary School	Voluntary Aided School
Wilmslow Grange Primary School	Local Authority Maintained School

What is the structure of the Trust?



- Each school keeps
 - Local Governing Board
 - Headteacher
 - Existing staff
 - Existing terms and conditions of employment

What is the structure of the Trust?



Members are

- Conscience of the Trust
- Ensure that the objectives are upheld.

Trustees / Directors

- determine Trust policies
- monitor school effectiveness
- manage central services
- report to the Secretary of State

FAQ – Governance (i)

1. What is a Local Governing Body (LGB)?

- Each academy will have its own LGB. These have a similar status to committees of current Governing Bodies and the only powers they have are those that are delegated to them by the Board of Trustees.
- This will be formalised into a **Scheme of Delegation**. Individuals serving on a LGB may or may not be Trustees of the MAT and will be called ‘governors’.

2. How do the finances work?

- In a Local Authority maintained school the Department for Education gives a school’s funding to the County Council. The Council retains a percentage of it to pay for central services for all schools, such as administrative costs, and the remainder is given to the school. This is known as “top slicing”.
- Individual academies receive all of their funding direct from the Department for Education (it is not top sliced by the Local Authority); they then source focused central services.
- As a MAT, the way that funding is utilised is decided by the Trustees and one possibility is that a proportion of the funding for schools will be pooled into the Trust. The Trustees will then pay for central services and redistribute the remainder to the academies. The Trust must act fairly and consistently with its distribution and the funds remaining for each academy can be spent by each academy individually as long as they are within the guidelines of the Scheme of Delegation.

FAQ – Governance (ii)

3 What will be the Leadership structure?

- It is proposed that there will be a CEO of the MAT with a senior team to manage the strategic development and educational standards of the schools contained within the MAT.
- All the schools within the MAT will have a Headteacher who is responsible for the operational day-to-day running and strategic direction of their own school.

4 Will one of the schools take the lead in the MAT?

- No one school will have any more influence within the MAT than any other no matter the size, type or location of the school. This MAT is being founded on the belief that it is a community collaboration, all founder schools will have an equal voice and, once established, the Trustees and Members responsible of the strategic oversight of the Trust will be independent of all the schools in the MAT.

FAQ – Parents (i)

1. What changes will I see?

- There will be very little visible change as a direct result of forming the MAT. The Headteacher, staff, uniform, premises and curriculum will all continue to be the same, although academy status will enable schools to tailor their curriculum more closely to the local needs and interests of the children.

2. Will my school maintain its own identity?

- Each of the schools in the proposed MAT has its own unique identity that is based on its history and its place in the community. This is influenced by the students who attend and the families that chose the school.
- It is seen as vital that this is maintained by all the schools in the MAT and each school will keep its own headteacher, name, logo, website and uniform.
- A MAT website will be developed and linked to individual school websites. It will contain the required regulatory and legal documentation.
- One of the main aims of the MAT is to improve student outcomes in all schools but this will not be achieved if individual schools lose their own identity, customs or values.

FAQ – Parents (ii)

3. How will forming the MAT improve standards for our children?

- This will enable us to utilise the expertise of staff from schools in the MAT to raise the educational achievement of all children through collaborative working and shared training where appropriate. The talents of schools together become greater than the sum of their parts.

4. Will teachers work at different schools?

- Generally staff will remain in their own schools. However, being part of the MAT will provide many professional development opportunities. Staff from schools who are part of the MAT will attend joint training, skills will be shared and good practice will spread between the schools. There will be some exchange of staff for training and professional development purposes.

FAQ – Parents (iii)

5. How does the admissions process work for academies?

- As publicly-funded schools, academies must have admission arrangements that clearly set out how children will be admitted, including the criteria that will be applied if there are more applications than available places.
- **How will this affect admissions?** Academies, as their own admission authorities, must ensure that the practices and the criteria used to decide the allocation of school places are fair, clear and objective.
- Academies are required to comply with the Admissions and Admission Appeals Codes of Practice as if they were maintained schools. They are also required to participate in Local Authority co-ordination of admissions processes and the Local Authority's Fair Access Protocol.
- All local authorities are required to coordinate admissions for primary and secondary schools in their area. All schools, whether local authority schools or academies, must participate in the scheme. Academies can choose to withdraw from the scheme for in-year admissions but must still abide by the Admissions Code.

FAQ – Parents (iv)

- Consequently, while Wilmslow High School remains a maintained school its admission policy is determined by Cheshire East Council. If TCET were established, the Trust would then become responsible for determining the admissions policy for Wilmslow High School.
- If the Trust wished to vary any aspect of the Cheshire East Admissions Policy it inherited it could only do so within the parameters of the national Admissions Code and after a statutory consultative process which currently has to have been completed by the end of February of the year preceding implementation
- (eg the admissions arrangements for September 2019 have to gone through this process to enable a decision to be made by February 2018).

FAQ – Parents (v)

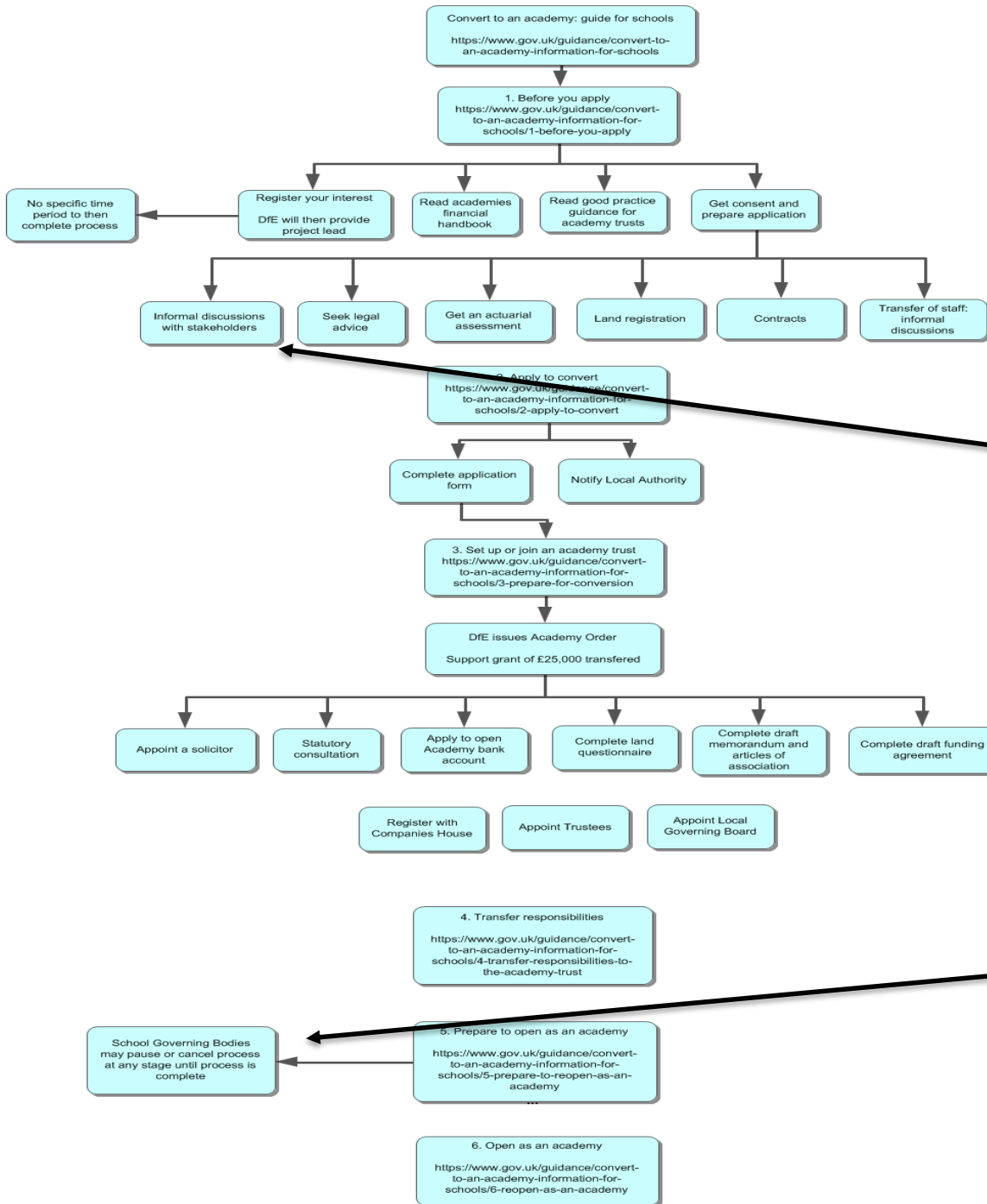
6. What inspection regimes and assessment data information do academies have to provide?

- All academies are inspected by Ofsted using the same framework and timescales as for maintained schools. As a MAT, all schools will continue to be inspected as separate schools. However, this is not to say that in the future the MAT could be inspected in line with government policy. Academies will still have to take part in national tests and in teacher assessments of students' performance as they apply to maintained schools. The results are reported in performance tables in the same way as they are now.

7. Will the schools have to follow the National Curriculum?

- Academies are not required to teach the National Curriculum but rather a broad and balanced one that includes English, Mathematics, Science and Religious Education and promotes the spiritual, moral, cultural, mental and physical development of students preparing them for the opportunities, responsibilities and experiences of later life. Academies must also provide a daily act of collective worship that should be broadly Christian. Within the Trust, the individual academies will be responsible for their own curriculum development in accordance with the Scheme of Delegation and in line with the ex-pressed aims and values of the MAT.
- All academies are required to take part in national exams and assessments designed to assess this broad and balanced curriculum, and therefore the curriculum of each individual academy needs to reflect this.

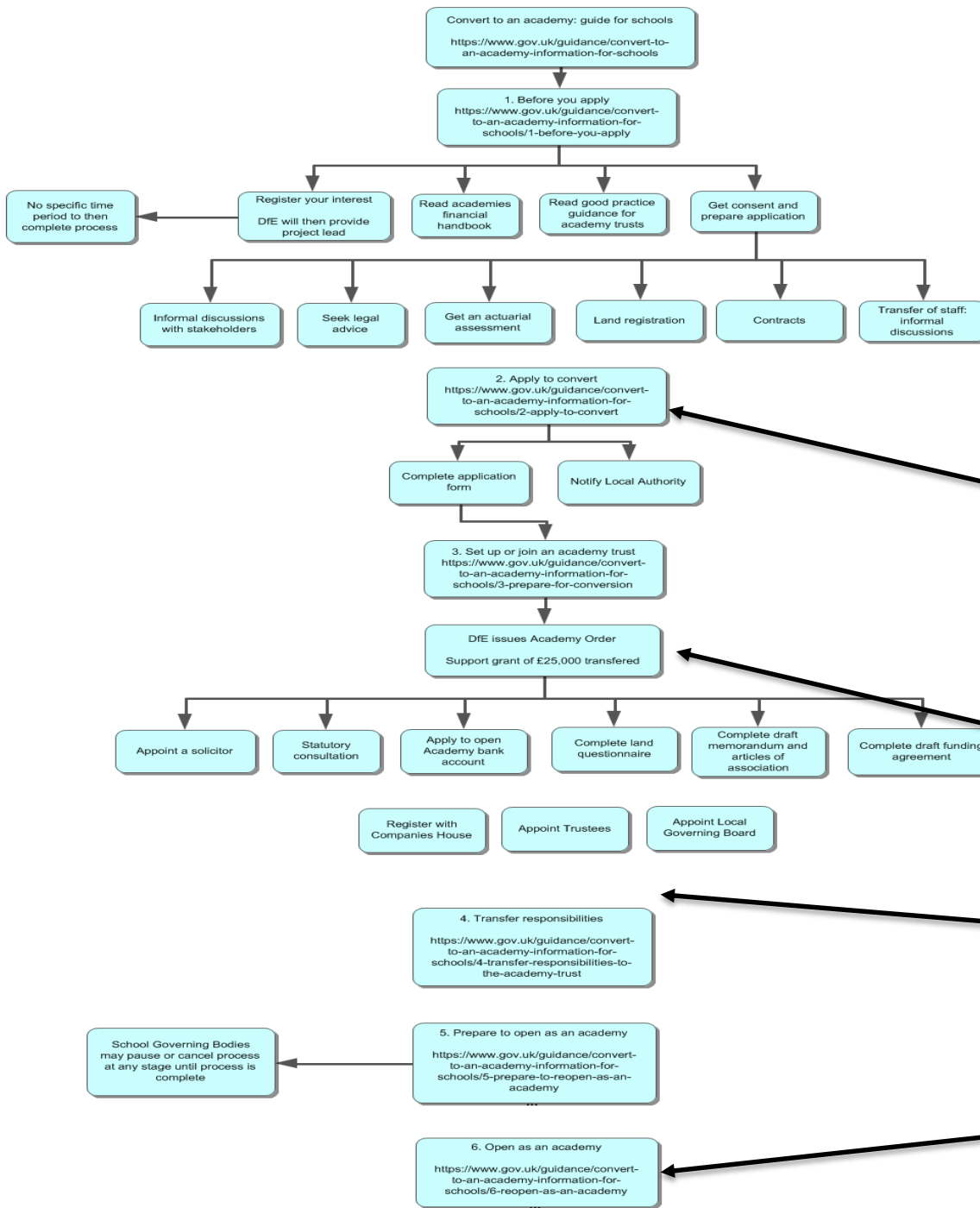
DfE MAT flowchart



• Where are we now in the process?

• When is a final decision made?

MAT formation – projected timings



- Application to convert – March '18

- Academy Order from DfE – April/May '18

- MAT structures confirmed – Nov '18

- Open as an Academy & MAT – Q1 '19

How will we consult with stakeholders?

- Consultation email address:
 - tcet@wilmslowhigh.cheshire.sch.uk
- Beginning of formal consultation
 - Monday 15th January 2018
 - Publication of TCET website
 - Letter to parents / carers distributed
- Wilmslow High School parent consultation workshop
 - Tuesday 23rd January 2018
- Closing date for formal consultation
 - Wednesday 31st January 2018

FAQ – Current staff (i) At transfer

- Transfer of Undertakings Protection of Employment (TUPE) regulations apply
- All staff transfer to MAT on existing terms and conditions
- New teaching staff appointed to Trust pay and conditions rather than STPCD.
- HOWEVER, the Trust will honour the national teachers' pay and conditions and Teachers' Pensions Scheme arrangements for as long as they continue to exist and will also ensure that the Local Government Pension Scheme (LGPS) arrangements stay in place for support staff.
- As part of the conversion process, the LGPS scheme's administrators will undertake an actuarial assessment to determine how much the Trust will need to contribute.

FAQ – Current staff (ii) after transfer

- No plans for systematic change or renegotiation of contracts and conditions for staff who TUPE across;
- However, it may be necessary to iron out anomalies and promote equality.
- The Trust approach to this will be based on its underlying values and will be committed to doing everything it can to retain and reward good staff.
- Full union recognition, agreement and acknowledgement of union duties and reasonable time off for trade union duties will be given.

FAQ – Staff (iii) – New staff

Who appoints new staff?

- In most cases, local governing bodies will have responsibility, according to their Scheme of Delegation, for appointing staff to their academy and for deciding the staffing structure that best meets the needs of the academy within available budgets. However, the Trustees have ultimate responsibility for recruitment and staffing across the MAT.

How will it work for new staff?

- New staff will be employed by the Trust and could work at more than one academy within the Trust. It will be clear at appointment where the main base or bases will be.
- Existing staff may also be deployed at more than one academy within the MAT, but this will be with the agreement of the staff concerned.