



Information Evening on Academy Status

Wednesday 10 July 2019

- Welcome and Introductions
Claire Hudson, Acting Co-Chair
- IGB Position – Ruth Balch
Ruth Balch, Acting Co-Chair
- National and Regional Position
Tish Bourke, Office of the Regional Schools Commissioner
- Diocese Position
Suzanne McDonald, Diocese of Bath and Wells
- Questions and Answers

How did we get to where we are?

- Learning and Skills Act 2000 – created City Academies
- Education Act 2002 – City Academies became sponsored Academies
- Academies Act 2010 – created Converter Academies
- B&NES Statement 2015 – “Maintained schools need to have secure plans in place within 2 years”
- Education and Adoption Act 2016 – widened the criteria for Sponsored Academy status
- Budget 2016 – announcement that all schools would be an academy by 2022 (although this was later rescinded)
- B&NES Position 2018 – neutral “schools are neither encouraged nor discouraged to convert to academy status”

What this meant for schools locally

- Academies Act 2010 – meant good or outstanding schools could choose to leave the maintained system
- Budget 2016 – gave a significant push to schools considering conversion
- Reduction of funding available to Local Authorities as schools left the maintained system led to:
 - reduction of service available to remaining maintained schools
 - need for schools to take on more duties that had previously been held by LA
 - need for schools to pay for services that had previously been provided on a non-funded basis

What this has actually meant for St Mary's?

- As a maintained school currently adjudged as Requires Improvement by Ofsted, the Local Authority is responsible for supporting school improvement; B&NES School Improvement team reduced significantly in 2018
- Previously centralised services (e.g., property management, HR, payroll, moderation, governor services) now have to be sourced by each school individually
- Maintained school to school working has reduced as most neighbouring schools now work with MAT partner schools rather than geographical clusters
- School development resources nationally are being encouraged into a school to school support system, rather than through the maintained school system

Why do the IGB consider converting to academy status is the right thing for St Mary's?

- In B&NES, education had shifted to school to school support; we believe it is better to work with this system than outside of it
- MATs are required to have a clear programme of school improvement which St Mary's will be able to take advantage of
- Staff development opportunities in MAT are greater, ensuring our children will benefit from a wider range of skills, experience and resources
- Being part of a MAT will provide support to the school leaders with the 'back office' tasks that used to be performed by the LA, enabling our leaders to refocus on the children's learning and allowing us to access the benefits of economies of scale
- Continuing to fund the under-resourced support now available from the LA is not cost effective for the school

Thinking about becoming an academy?



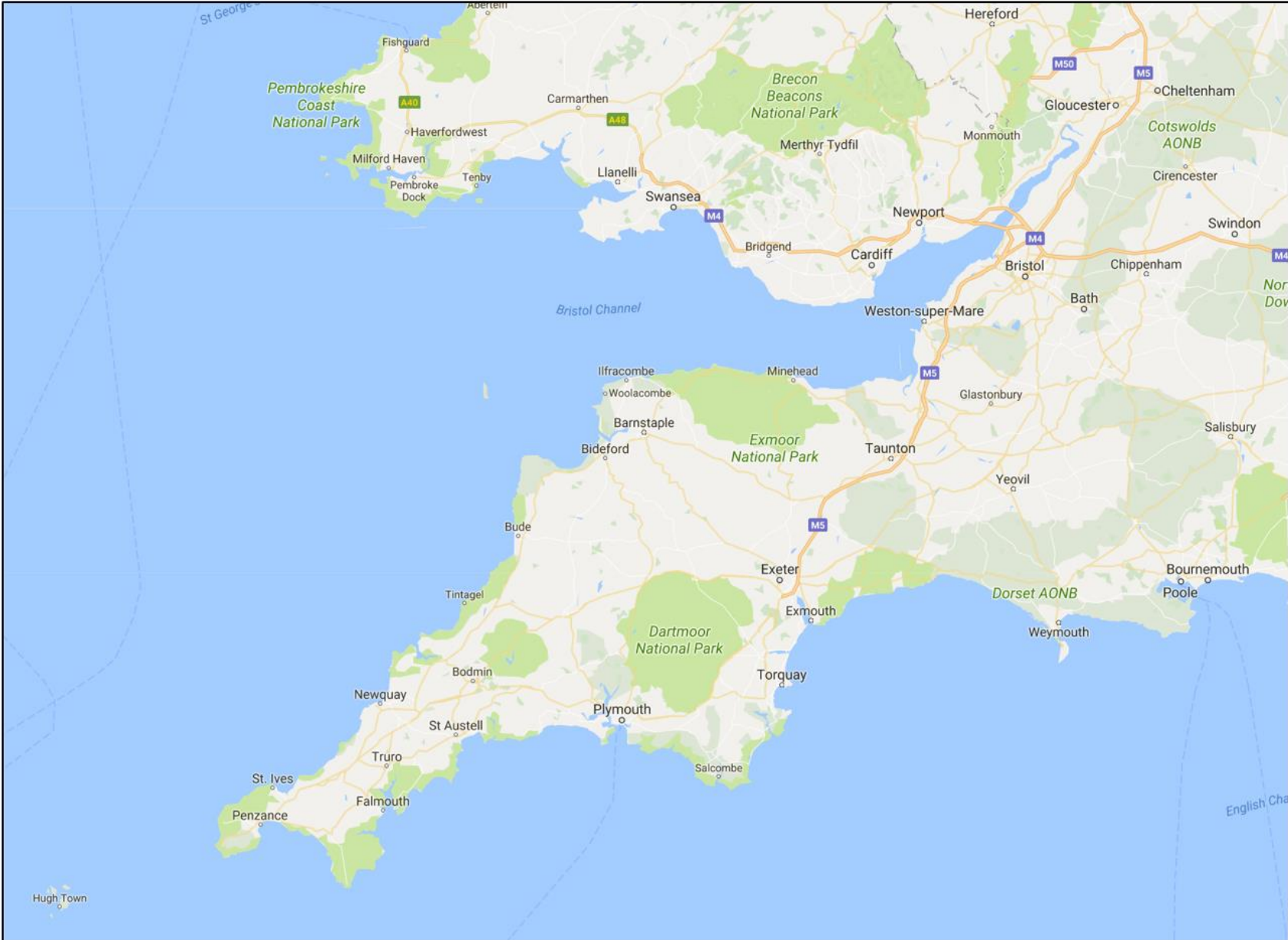
Department
for Education

Tish Bourke

**Project Lead for BANES, Somerset & North
Somerset**

**Office of the Regional Schools Commissioner
for the South West**

The RSC South West



Headline facts about academies

Academies:

- Publicly funded independent schools
- Are funded directly from the government not the local authorities
- Run an academy trust which employs the staff
- One legal entity accountable for ONE group of children
- Charitable trusts and limited companies
- Academies have freedoms but still have to follow the same rules on:
 - Admissions
 - Special educational needs
 - Exclusions

Two different models for running an academy

- SAT: Single Academy Trust - one school becomes an academy
- MAT: A multi-academy trust- group of schools is governed through a single set of members and directors.

MAT governance structures:

- Members (3-4)– *“Keepers of the flame”*
- Board of Directors/Trustees (9-11) - *Strategic decision-making, hold CEO to account*
- Committees:- *LGBs Hold HT to account*

BANES School landscape

Local Authority Level - Bath and North East Somers

Open Schools (0 academies open pre-May 2010)

Phase	LA Mntd	Academies and Free Schools				All Schools	% academie
		Converter	Sponsored	Free Schools	Total		
Primary	13	44	3	3	50	63	79%
Secondary	2	9	1	3	13	15	87%
Special	-	2	1	-	3	3	100%
AP	-	-	-	-	-	-	-
Total	15	55	5	6	66	81	81%

Benefits of becoming an academy & joining a MAT

MAT: Strong, resilient, sustainable group of schools

1. Mission – Vision of the Trust
2. Declining support from Local Authority
3. Improved Education:
 - ✓ Sharing expertise and resources
 - ✓ Sharing good practice: Curriculum, assessment & behaviour, subject networks, SEND support
 - ✓ Shared staffing, CPD & career pathways
4. Shared back office services
5. Financial efficiencies

Key considerations – MAT due diligence

- Mission – Vision of the Trust
- Schools within the Trust; Size of the Trust
- Geography; how are schools organised, hubs?
- Back office services
- Standardisation / Trust-wide policies
- Central programmes – CPD/Curriculum groups
- School improvement model
- Governance arrangements
- Financial arrangements
- What does your school offer? What can it benefits gain?

Thank you for listening!

Questions – Discussion

Contact:

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Suzanne McDonald
Assistant Director – Schools Organisation
Diocese of Bath and Wells

What happens next?

- IGB identify potential MAT partners in discussion with the Diocese and Office of the RSC
- IGB enter a period of due diligence to identify the right partner MAT for the school
- IGB consult with the community on our proposals to convert
- Application is made to join our preferred MAT
- Decision is considered by the Head Teachers' Board, and made by the Regional Schools Commissioner for the SW
- Academy Order is issued
- Legal process is entered for the transfer of the school from the LA to the MAT
- Maintained school closes and academy opens on the same day