


## Multi Academy Trust?

*“We can’t solve problems by using the same kind of thinking we used when we created them”*  
Einstein

*“Progress is made through a series of peaceful interludes punctuated by revolutions where one conceptual world view is replaced by another”*  
Thomas Kuhn


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## Governors' Responsibilities

- Elected by parents, staff and other groups to give challenge and support to senior leaders
- To hold that team and school performance to account
- To consider what is best in longer term for school
- To agree the strategic vision and how to work towards it. Review regularly and change as required.

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## Vision and Strategy

“A tailored co-educational establishment on a new site with world class facilities where every learner continues to matter. At the heart of the local community, it will encourage diversity, and promote inclusion within a selective setting, adding real value to learners’ educational experiences. It will continue to work with local schools and partners in education, health, the arts and business, to extend learning opportunities beyond the classroom, promoting collaboration, innovation and lifelong learning.”

School website


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## Why this vision?

- Reducing income for all schools
- Already cut many ancillary items
- Sleaford needs better facilities in schools
- Governors very keen to keep selective school opportunities in the town
- Balance of evidence shows better learning
- You cannot stand still.....


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## Current climate?

- Government policy
- Declining income for schools
- Expected creativity
- Push for finding economies of scale
- Continued need to push up standards

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## What is Academy Status?


**Freedoms**

- Academies benefit from greater freedoms to innovate and raise standards. These include:
  - Freedom from Local Authority control
  - Freedoms around the delivery of the curriculum
  - Flexibility re the purchase of services

**Funding**

- Academies receive the same level of per-student funding as they would receive from the Local Authority as a maintained school, plus additions to cover the services that are no longer provided for them by the Local Authority. However, academies have greater freedom over how they use their budgets to best benefit their students
- Academies receive their funding directly from the Education Funding Agency (EFA) rather than from the Local Authority

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## National Context

**Admissions, special educational needs and exclusions**

- Academies are required to follow the law and guidance on admissions, special educational needs and exclusions as if they were maintained schools.


**Collaboration**

- Academies have to ensure that the school will be at the heart of its community, collaborating and sharing facilities and expertise with other schools and the wider community.
- “We expect all schools that are performing well and applying for academy status to work with another school to raise standards. Collaboration and partnership are now embedded in the school system, and this is also the case for academies.” DfE

**The National Picture**

- 63% secondary academies
- 13% primary academies
- 9% special academies


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## Local Context

- “No school left behind” - Sector-led school improvement
- 362 schools
  - 241 are maintained schools with 42,632 students
  - 121 are academies with 60,079 students
- LA role is changing nationally
  - Much less influence over schools
  - But still being held to account
- Lincolnshire LA has changed significantly
  - Senior staff have left
  - Set up for academies: traded services
  - School improvement services contract ends 2017
  - The LA is very supportive of our proposal to become a MAT


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## Options for Carre's

- Stay as we are
- Create a MAT
- Join a MAT
- Join an Umbrella Trust
- Join a Collaborative Partnership

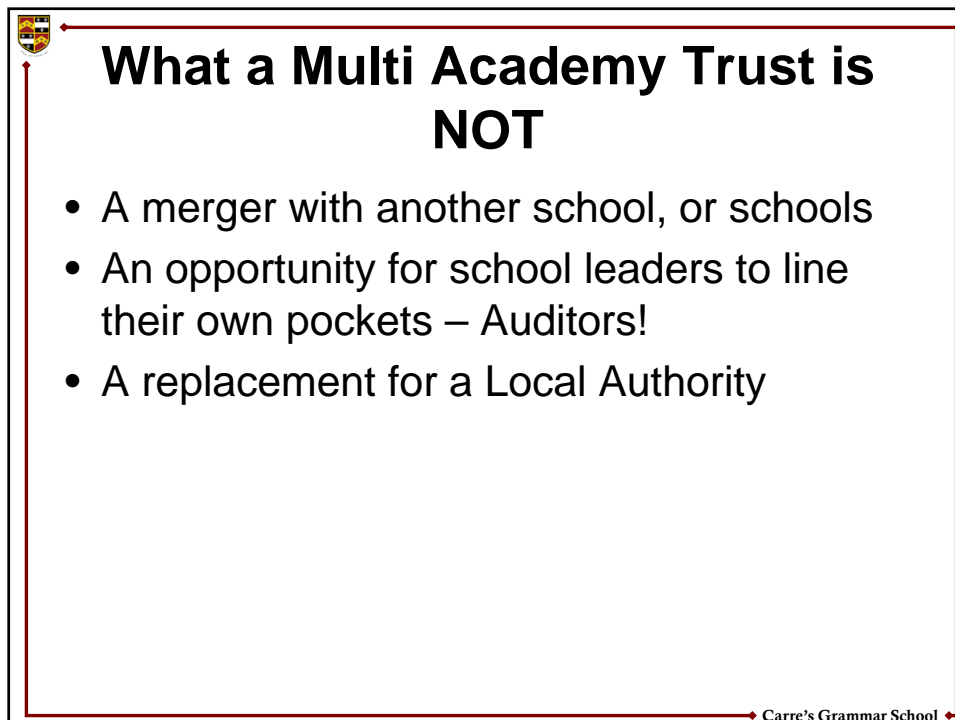
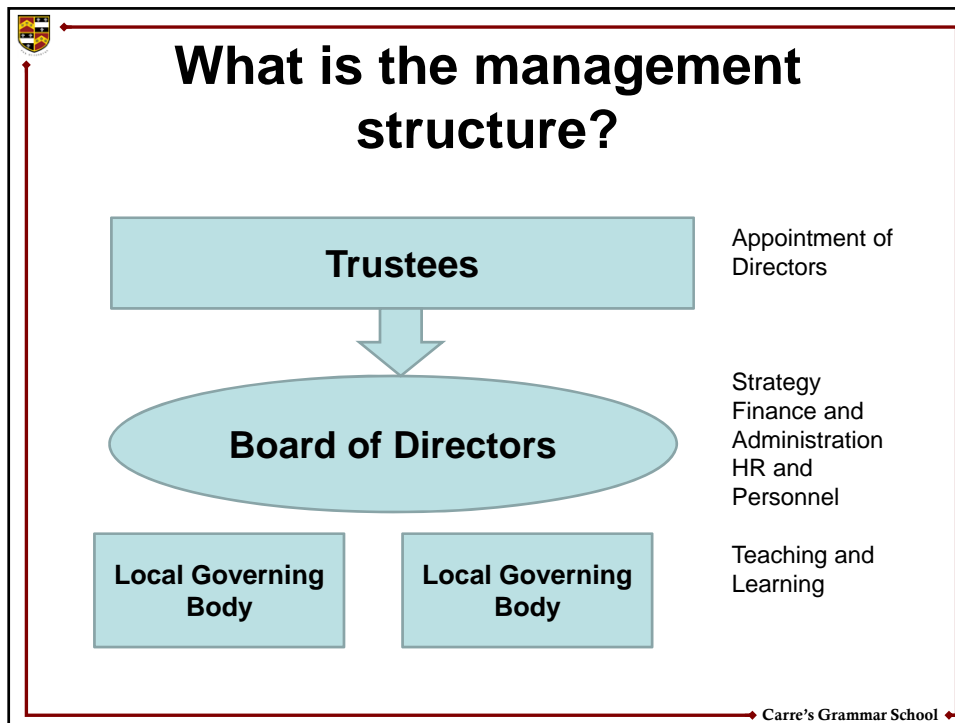
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## What is a Multi Academy Trust?

A Multi Academy Trust (MAT) is a trust that has the ability for a number of schools to join together in a single trust with a Board of Directors answerable to that Trust's members.

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## Characteristics of a MAT

### Governance

- One employer, one holder of land titles, one legal entity
- MAT board equally responsible for all academies in group
- MAT board are the directors
- Governors on LGB are not directors unless they also sit on the board
- Usual for each academy to have its own Local Governing Body
- Shared governance proven to aid driving up standards

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## Characteristics of a MAT

### Finances

- Master funding agreement plus supplemental funding agreements
- Funding allocated on an individual academy basis
- Can amalgamate a proportion of GAG funding
- Must have due regard to funding needs and allocations of each academy trust but there is an appeals process

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## Characteristics of a MAT

**Ofsted**

- Inspection as individual academies
- One academy's inspection grade will not directly affect another's
- Ofsted discretion to inspect if concerns around group generally
- Inspectors likely to meet with members of Local Governing Body, as well as Board of Directors

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## What does it mean?

- What stays the same?
- What changes?
- Benefits?
- Risks?

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## What stays the same?

- Carre's staff
- Ethos
- Uniform
- Sleaford Joint Sixth Form
- Admissions arrangements


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## What changes?

- Nothing if Carre's doesn't want it to
- Extra work and committees for some governors over time


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## Benefits

- Common teaching and learning practices across schools
- Long-term sustainability of the selective education in Sleaford
- A common professional development programme (CPD) that adds real value to the education of the young people
- Efficiencies in administrative functions and joint procurement; this will help us in these more austere times to advantage the students
- Improved and different ways of governance with a clear focus on strategic development, teaching and learning, and accountability
- Enhanced reputation for excellence encourages other schools to join the Trust
- Improved leadership, management and governance that impacts directly upon the students
- Recruitment, retention and growth of staff


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## Risks

- Uncertainty – change of Government/Education policy?
- Stand-alone for legal action if mistakes are made (e.g. Employment Law and Financial Regulations)
- Cost control will always challenge
- Have to deliver, otherwise reputational risk


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## Summary

- No initial change for students or parents
- Control of our own destiny
- Further consultation over long term plans

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## Next steps

- Continue consultation  
[consultation@carres.lincs.sch.uk](mailto:consultation@carres.lincs.sch.uk)
- Comments, observations and questions will be considered by governors, who will make the final decision whether to proceed, and in what timescales
- Decision and Business Case will be sent to DFE if and when appropriate

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