

St Mary the Virgin CE Primary School



Information about becoming an academy school and joining the Sherborne Area Schools' Trust

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 Local Authority and are managed by their own academy trust. Academies are publically funded independent schools. Academies receive their funding directly from the ESFA – the Education and Skills 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.

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.

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.

The National Picture

In January 2018 it was announced that more than 50% of children in state-funded schools in England are now taught in an academy or free school. More than 80% of academy schools are in MATs. Education Secretary Damian Hinds has hailed the milestone as a decisive moment and urged more schools to consider the freedom and opportunities offered by becoming an academy.

The figures, published by the Department for Education, reflect school leaders' recognition of the autonomy and freedom to innovate offered by the academies programme, alongside the increased ability to make decisions in the interests of staff and pupils. This has included measures such as altering the length of the school day or adapting the curriculum to help every child access a school that meets their needs, interests and abilities. More than 8,300 schools in the country have become an academy or opened as a free school, with hundreds of schools making the positive choice to convert to become an academy in the last 12 months alone.

The 2010 Academies Act gave all schools in England the freedom to choose to become an academy and now over 50% of pupils in the state funded education system are taught in an academy or free school.

Education Secretary Damian Hinds said:

“In everything we've been doing to improve education these last few years, we have put a strong focus on handing power back to schools, back to school leaders - recognising that they are the ones best placed to make the right decisions for their pupils and their communities.

“It is fantastic that 50% of the pupils in state-funded schools in the country are now benefitting from the freedom and autonomy that an academy trust enjoys. But the academies programme has never really been about structures – it has been about trusting head teachers and school leaders to run schools.

“Whilst there is a huge amount of diversity in our school system – and there are great schools of all types – I want more schools to choose to become an academy and enjoy the enormous benefits it provides to schools, their staff and pupils.”

Sherborne Area Schools' Trust

The Trust currently has seven schools including six primary schools and one secondary school. This includes small village and large town primary schools, nurseries, pre and after school provision, and a large 11-18 school with a Sixth Form of 400 students.

It is a strong Trust with the scale, capacity, expertise and performance to grow and develop with other schools. At its heart is national Teaching School status and national Support School designation. The CEO is a National Leader of Education and the Chair of Trustees is a National Leader of Governance. We are a Church of England multi-academy trust in the Diocese of Salisbury. It welcomes and is designed for all schools of any or no faith and of any age range. The Governance structure has been designed to meet the requirements of maintained schools and Church of England Schools including those that are voluntary aided.

The ultimate strategic goal is for the Trust to have the very best schools not only in Dorset but in the South West and nationally. Trustees, Headteachers and Governors want the Trust to be a beacon of excellent practice which other schools wish to work with.

Background

The Trust was established on 1 June 2017 as a mixed primary and secondary MAT. Seven schools came together to become a multi-academy trust – a secondary school, a standalone Church of England academy since 1 August 2012, a maintained school, four Church of England VC Schools and one Church of England VA school. The schools are:

- Buckland Newton CE Primary School
- Sherborne Abbey CE Primary School
- Sherborne Primary School
- St Andrew's CE Primary School
- St Mary's CE Primary School
- The Gryphon School
- Thornford CE Primary School

There are currently 2700 pupils from 0-19 years; it is one of the largest employers in North and West Dorset with a large specialist workforce of ca 184 teachers (151 fte) and ca 290 non-teaching staff (158 fte); it has a combined budget of £13.2 million expenditure

The establishment of a new multi academy trust was designed to allow the links between the schools to strengthen further supporting a continuity of education from 0-19 within the community. The Sherborne Schools' Partnership, a soft federation, had worked closely together for many years to provide an excellent education for our young people, and so to collaborate more closely was an exciting prospect, particularly as academies also have greater flexibilities and opportunities to collaborate and enhance the quality of education.

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 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.

What we value – our ethos

Partnership and Collaboration

Our schools support each other, by sharing expertise and resources, to ensure improvement.

Pursuit of Excellence

We provide a high quality education to enable all students and staff to aspire, thrive and succeed.

Holistic Lifelong Learning

We promote the personal development of every child and a love of lifelong learning for our students and staff.

Equality and Distinctiveness

We celebrate the individuality of each school and all in it.
We are proud to be at the heart of our local communities.

The following principles guide and secure the purpose and goals of the Trust.

- All trustees, governors and professionals working for the Trust will accept and embrace their professional responsibility to care for every child and young person within the partnership. They will be open to change, treating all within the wider SAST community with dignity and respect at all times. They will follow the seven principles of public life (the Nolan principles):
 1. **Selflessness** – Holders of public office should act solely in terms of the public interest.
 2. **Integrity** – Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
 3. **Objectivity** – Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
 4. **Accountability** – Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
 5. **Openness** – Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

6. **Honesty** – Holders of public office should be truthful.
7. **Leadership** – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

- Every child has the right to the highest quality academic, social, emotional, spiritual and physical education.
- All children and young people will be nurtured within an agreed moral framework secured through British values, Christian values, the values of community schools and the values identified in the United Nations Convention on the Rights of the Child.
- Our partnership is an inclusive learning community in which children and adults together are committed to, and 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 fostering leadership and succession planning as well as offering staff greater opportunities within the Trust and its academies. We will engage with our staff in shaping the provision across the Trust.

The Reasons for consideration of becoming an academy within the Trust

There are eight aspects where key advantages have been identified:

- 1. Children will make even better progress and improved outcomes**
- 2. Preserving, protecting and enhancing what we have**
- 3. We can add to the experience, expertise and quality of the Trust**
- 4. Even better teaching and learning**
- 5. It will provide the resources to continue to support outstanding teaching and learning**
- 6. High impact school to school leadership support**
- 7. More integrated and co-ordinated support for children and families**
- 8. Securing and managing resources and facilities to sustain high quality provision**

1. Children will make even better progress and improved outcomes

- At each stage finding ways to help students to 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
- Working together to help make more resilient learners and support improved social mobility
- Collective goal to develop the love for learning including the core skills of reading, writing and Maths
- The Trust 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 in North and West Dorset
- Designing an education provision for our communities - taking local ownership and control. The Trust is designed locally and accountable locally – there is no linking into a business-driven national academy chain
- 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.
- We want to 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
- Collaborate with other Trusts and schools across the South West and nationally with access to new networks of excellent educationalists

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 Trust including at Member, Trustee and LGB 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. All new schools bring additional attributes and strengths.
- There is a strong blend of experienced Headteachers and senior leaders
- There is considerable academy school expertise and our schools have an experience of operating independently including the regulatory and financial requirements
- There are significant examples of each school managing its own business eg site maintenance, IT support, Broadband, minibus 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. The LA continues its statutory responsibility for SEN and school transport
- We believe we have a moral purpose to support vulnerable schools around us who currently have challenging circumstances and need the assistance from being in a larger group
- The Trust continues to evolve and develop its structures and systems through co-creation

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 - reviewing and disseminating excellent practice
- We will develop as a focus and hub for teacher training, professional development, leadership training and school to school support - encouraging waves of innovation
- Developing new curriculum ideas, assessment systems and tracking systems for progress for use in 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 grammar, punctuation and spelling
- Retaining the strongest teachers and leaders because of greater staff opportunities
- Providing secondment and professional development opportunities in a range of different schools
- Making the Trust the employer of choice in their communities
- Supporting the LGB in an even clearer focus on learning and teaching

5. Providing 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.
- The Teaching School status provides access to training, CPD and resources for our schools
- Working together on planning, assessment and moderation to reduce duplication of effort

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
- 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
- Making good schools even better – peer challenge, supporting weaknesses, sharing strengths, providing reassurance
- Direct involvement and access to the Teaching School network through the North Dorset Teaching School Alliance based at The Gryphon School

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 et al
- 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, GDPR, data protection and management, compliance
- Pooling the problem, sharing the solution and spreading the cost
- Providing mutual support and services for each other
- 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 educational benefit for the students, staff and community is the key issue in any consideration to change 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.

Significant benefits are illustrated which underpin and support the excellent 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.

Conversion costs for new academies are supported by a £25,000 grant per school.

What changes and stays the same

The school will keep its distinct identity, character and name. We will not change the school uniform, the school day, or admissions criteria. The relationship with the other Gillingham partnership schools will continue including the close links with Gillingham School.

The school's day-to-day organisation, experiences and opportunities would feel the same for children and you as families. The well-established school ethos and values will continue to underpin a high quality of education for all our children, staff and community.

What changes	What stays the same
<ul style="list-style-type: none">• The employer• Accounting systems• Governance• Leadership roles• Shared ownership• Wider links• Support networks	<ul style="list-style-type: none">• School's identity and character• School name, uniform• Employment conditions• Payroll through DCC• Pensions both TPS and LGPS• Pyramids• Admissions• Funding formula• The school has a Headteacher and a LGB• Calendar (INSET Days)

Church of England Schools and Maintained Schools

- Six of the current schools have a Church of England foundation – 5 were voluntary controlled and 1 was voluntary aided; Sherborne Primary was a community school.
- Each school will retain its current status and ethos including representation on each schools local governing body
- Former VC (voluntary controlled) or VA (voluntary aided) schools become known as CE (Church of England) Schools
- 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.

Trust Curriculum Principles

We believe a SAST school curriculum should:

- Foster a passion for learning
- Be broad and rich
- Ensure children are personally supported and challenged – it meets the needs of all
- Be fun and enjoyable
- Promote exploration, curiosity and inquisitiveness
- Recognise and value equally both academic and non-academic achievement
- Develops skills for life: ethics, health and well-being, safety, self-worth, taking pleasure, achieving, enrichment, social and environmental responsibility
- Facilitate collaboration, sharing responsibility, ideas and experience
- Ensure children learn from failure, are resilient and have an open mind/growth mindset
- Be creative and dynamic, with a teaching delivery style that is responsive to change and prepared to evolve
- Be relevant to, and prepares children and students for, their current and future world and a global society
- Encourage quality and depth of learning not just quantity and breadth

Trust Teaching, Learning and Assessment Principles are:

Built on positive relationships and communication

- Build relationships quickly, with humility and empathy, whilst showing respect to others to get the best out of them
- Be positive, optimistic, caring, kind and approachable
- Communicate clearly and accurately both orally and in writing
- Listen and respond appropriately
- Be flexible to adapt your style in different situations
- Fun and enjoyable for children (and the teacher)

Have high expectations for all

- Quality first teaching so follow-up and intervention need is minimised
- Role model – be caring, patient and persistent
- Ensure student progress of all groups of students
- Show a passion for the subject or theme
- Encourage a growth mindset – recognise the plastic or malleable nature of ability and how much the development process is within a child's control
- Embrace failure – setbacks are learning tools

Effective Planning and Organising

- Use fresh and up-to-date content and resources
- Methodical and systematic
- Work efficiently and effectively to meet deadlines and deliver successfully
- Design, produce and share high quality learning schemes and resources
- Use resources, intellect, creativity and innovation to be successful
- Use strong and confident ICT skills for teaching

Impactful Assessment

- Nurture and encourage – encouraging feedback
- Assessment must make an impact – inform planning, recognise efforts, lead to progression
- Assessment should be well-timed and placed
- Approaches should be sustainable

Responsibility and Self-evaluation

- Be accountable for the quality of learning
- Encourage research and new approaches
- Be reflective - You never stop learning how to teach
- Be aware of strengths and weaknesses
- Have a strong desire to learn from others so that you can be even better
- Share and support others

Questions to be asked by the Trust and prospective new schools

When new schools look to join the Trust it is important that both the school and the Trust find out as much information about each other as possible. This includes meetings, visits and due diligence evaluation. The areas below are considered:

Culture and philosophy	Are the values and ethos of the school and its leaders consistent with the Trust
Education standards	Areas to improve further and strengths to share with others; OFSTED grades; SIAMS
Budget	All schools are expected to live within their budgets; current and future projections
Student numbers	PAN and capacity
Staffing structures	Class structures meet cohort/student needs
Leadership capacity	Experience and expertise
Site/land	Campus; any legal issues
Premises	Condition survey; Capital needs

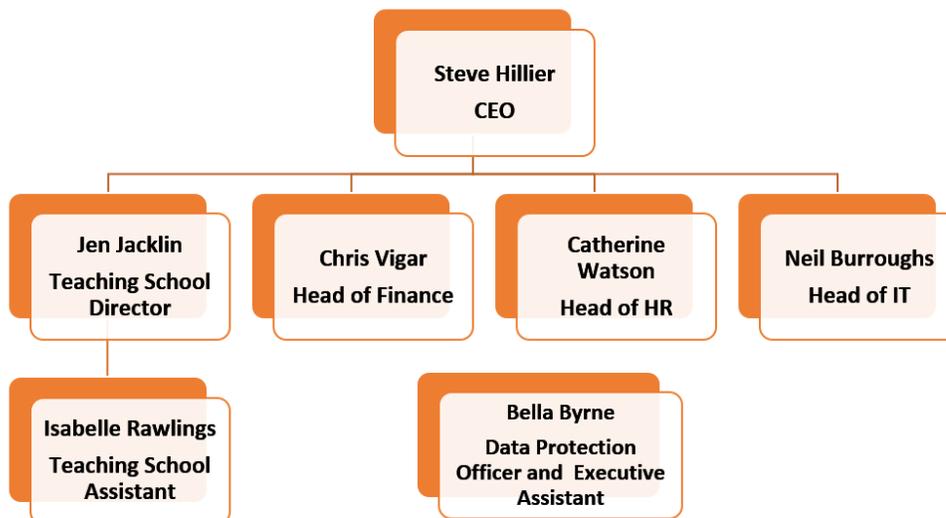
Trust Services

The Trust will give Headteachers a high degree of autonomy, alongside support and challenge in leading their schools. There is greater Trust direction and support where underperformance is identified. There are central functions to support the school leaders which are funded by a contribution from each school.

Trust Funded Expenses		School Funded Expenses
Strategic Leadership School Improvement inc TLA, curriculum School leadership support Head of Finance HR Manager Finance Support Executive Assistant DPO training GDPR & Compliance ICT and network support Admissions (through DCC) Payroll (DCC) Payroll PAYE processing Insurances (RPA) HR Package (Carval license) Accounting software (PSF license) Budgeting software (HCSS license) Accounts Auditing Credit card fee Internal audit (SBS)	North Dorset Teaching School Alliance (NDTSA) membership Safeguarding (DCC) FSM eligibility checking (DCC) Outdoor Education (DCC) Trust Portal (access to all Trust and LGB documents/resources) LGB support and training Governor Support Services (DCC) - Trustees access only National Governance Association (LGB access) Health and Safety Package (currently DCC - under review) My Concern Legal (BJ & VWV) Staff welfare (Care First) SAST website ICO (data protection registration) Travel expenses MAT Network membership Apprenticeship levy Hospitality expenses Recruitment fees Diocese PSA	MIS (SIMS, Progresso, etc) Data Tracking (SISRA / SPTO) Procurement Catering Cleaning caretaking (under review) Grounds (under review) Ed Psych Absence insurance IT Support Package (additional Trust subscription) Other licenses



Trust Operational Team



General support of the Trust

- Opportunities and experiences
- Sharing and expertise - resources, ideas, CPD, ideas and issues
- Leadership support – benefits of proximity, regularity and accountability
- Working groups – English, Maths, Science, SEND
- Support for Safeguarding and SEND
- Finance, accountancy, audit, HR, payroll, insurance, policy, safeguarding, staffing support, health and safety, LGB support, admin IT, apprenticeship levy, GDPR, DPO
- IT support, PR and marketing, grounds, catering, MIS support, tracking, caretaking
- SAST wide self evaluation and improvement plans
- Executive Group of HTs meeting
- Wider networks and Integration into North Dorset Teaching School Alliance
- Recruitment
- Access to other grants – academy capital funds

SAST improvement model - identification, actions, evaluation, impact, quality assurance

Components	Identification/vision	Plan/implementation/execution	Evaluation/Impact/Quality assurance
SAST Wide	SAST Dashboard and RAG rating (inc RSC performance trajectory)	SAST Improvement Plan	SAST Dashboard - benchmarked
Stabilise-Repair-Improve-Sustain model	SAST Wide clarity of purpose, values and goals Common School SEF templates SAST and School Targets and KPIs Governance reviews Termly Review with Executive head, SAST HT, School HT and LGB member SAST wide appraisal system	SAST Cross school groups for <ul style="list-style-type: none"> • Literacy/English • Maths • Science • SEND/Disadvantaged • EYFS • Y3/4 SAST wide INSET and CPD SAST wide appraisal system Executive Group of HTs meet weekly with Executive Head and Trust team Common assessment/tracking across all phase schools	Termly Review with Executive Head, SAST HT, School HT and LGB member Common assessment/tracking across all phase schools SAST moderation SAST wide appraisal system Common Pupil Premium Impact Reviews SAST and School Risk registers in place External <ul style="list-style-type: none"> • MAT Inspection – OFSTED • Annual MAT Review – RSC

		SAST wide moderation eg KS2 writing Targeted support at priority areas/schools	<ul style="list-style-type: none"> School Inspections – OFSTED MAT Improvement Capacity Framework annually and MAT to MAT peer review
School and LGB	School HT and LT Common School SEF templates External review if required	School HT and LT School Improvement Plans School INSET and CPD	School HT LGB Monitoring School meeting time OFSTED Inspections, SIAMs
Capacity	SAST HT and LGB External consultants	Other SAST HTs SAST leaders and other staff	LGB Focus NLE/NLG External independent
Teaching School	Using SRIB Information Using LA information Using Diocesan information Local School Standard Boards External safeguarding reviews	NLE NLG Identification of LLEs and SLEs STSS function Leadership training programmes	NLE NLG Identification of LLEs and SLEs STSS function County moderators LGB Audits

Additional Improvement for Sponsor Schools can include as required - (SMTV is not a Sponsor School)

Leadership - Governance

- New/revised LGB – appointed on skills base
- SAST attendance at each LGB meeting – Agenda is structured by SAST
- NLG support
- Follow SAST Scheme of Delegation
- Annual NGA Skills Audit

Leadership

- New senior leadership team in place
- New HT appointed
- New senior team with members of other schools in first year
- Roles will include – Student progress; Disadvantaged; Teaching and Learning
- Joint LT meetings
- Middle leader training programme

Student Progress

- New raising attainment plan
- Rapid improvement and catch up - Review and reset of student targets; Gap analysis
- Use the SAST secondary/primary tracking system – common assessment points and grades
- RAG rating all subject and key groups
- Same examination boards
- Shared resources
- Joint working SENCO

Curriculum

- Determined by school size – small schools slimmed down options
- Revised timetable
- Use of same KS3 subject based curriculum design
- Same teaching, learning and assessment model – common fundamentals
- Same feedback/marking model

Staffing

- Staff restructuring plan
- Same appraisal system
- Same INSET days
- Shared CPD programme
- Improving Teacher Programme and Outstanding Teacher Programme launched

Students

- Role of Year and School Council established
- Student assemblies to raise aspirations
- Implementation of new behaviour policy

- Low level disruption review
- New attendance policy agreed
- Review of school day and change timings to maximise learning
- Safeguarding review to ensure full compliance

Quality Assurance

- SAST Dashboard
- 2 weekly meeting with Executive Head
- Performance reviews
- Triangulation of learning walks, works samples and progress data
- SAST termly system
- External consultant evaluation
- Consultant support from PiXL

Support services

- Finance/Business management roles dependent on expertise
- Centralised
- Data management

Community

- Introduction parent meeting with each year group
- Revised website and communication portal

The appointment of a School Improvement Lead is being planned for, ideally with primary and secondary experience and expertise, reporting to the CEO and Trustees. This will be with a specific responsibility for school performance. It is expected to be a full-time post dependent on resources – ideally recruited for 2019. The alternative model of a Director of Primary and Director of Secondary is also under consideration. There is a full-time Teaching School Director who commenced duties on 1 May 2018.

Executive Leadership Group

The Executive Leadership Group is made up of all Headteachers within the Trust who meet every two weeks to discuss matters including teaching and learning improvement, central service support, estates, trust growth, regulation and inspection, and any other matters relating to the operation of schools. The ELG is chaired by the CEO and is attended by all school Headteachers, the Finance Director, Head of HR and the Director of the North Dorset Teaching School Alliance.

SAST Headteachers are:

Ian Bartle, Headteacher, Sherborne Primary School
 Neela Brooking, Headteacher, Thornford Primary School
 Nicki Edwards, Headteacher, The Gryphon School, Sherborne
 Emma Grunnill, St. Mary's Primary School, Bradford Abbas
 Ann-Marie Kampf, Headteacher, Sherborne Abbey CE Primary School
 Nicky Ralph, Headteacher, Buckland Newton Primary School
 Julie Simpson, Headteacher, St. Andrew's Primary School, Yetminster

Finance

- Funding levels are unchanged - grants are received directly from the ESFA.
- The DfE provides a standard grant of £25,000 for each new academy to pay for conversion costs.
- Academies can apply annually to the Condition Improvement Fund (CIF) for projects. Each school continues to receive its DFCG allocation. Schools can apply to the EFA for emergency provision. Trust insurance will cover insured damage.
- The Academy would currently take on the responsibility for any existing and future deficit in any pension's fund.
- All academies follow the financial regulations and audit requirements set out in the Academies Financial Handbook. The Trust has an active Risk Register and Business Continuity Plan.

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 current Headteachers because the line management structure will change. 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.

There is no re-interview for existing jobs. Any subsequent future changes are subject to full consultation with staff and professional associations.

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.

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.

Equality Impact Assessment

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

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. Dorset admissions is contracted to manage the admissions for all the Dorset schools in the Trust.

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.

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.

Trust and Governance

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

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 Trust. Levels of delegation to a school may be modified as a result of a risk assessment or unfavourable evaluation/inspection evidence.

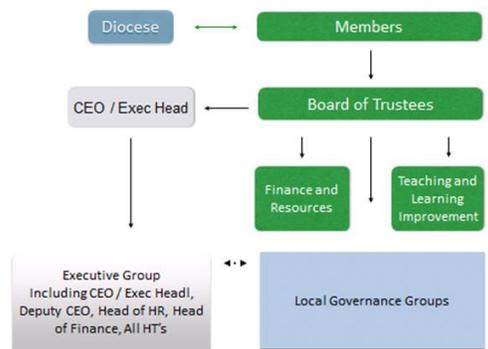
The Trust and its schools will continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear and simple but effective accountability including slim and streamlined governance.

The Trust has 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 SAST. They are the statutory Governing Body of each School within Trust. There are 12 trustees including 6 with foundation status. The Trustees are appointed on the basis of the skills balance required for SAST including finance, legal, HR, project/business management, education and estates. The CEO/Executive Principal is also a Trustee. Trustees hold special responsibilities within the Trust for SEND, Safeguarding, Health & Safety and Whistleblowing.

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

Local Governance within a Multi-Academy Trust (MAT)

Within the Trust we describe governors collectively as the Local Governing Board (LGB). There are differences between governance in a mainstream school or single academy and local governance in a multi-academy trust (MAT) such as SAST.

The Core Purpose is

- School improvement
- Community provision
- Curriculum
- Teaching and learning
- Behaviour
- Safeguarding
- School facility and budget monitoring

A traditional Governing Body is the statutory governing board of its school, and is itself empowered to carry out the support and scrutiny of the school leadership, obligations to comply with legislation, and the DfE and Ofsted requirements. However, within a Multi-Academy Trust such as SAST, the Trust Board (Board of Trustees) is the statutory Governing Board of its academies, and an LGB is empowered not by the DfE but by the Trust Board to carry out most governance functions via the Scheme of Delegation, with other powers retained by the Trust Board. The LGB is obliged to comply with the Scheme of Delegation in relation to its particular academy, referring specific decisions to the Trust Board.

It is also important to note that LGBs within the MAT are different to a Single Academy Trust (SAT) Governing Board. A single academy trust is typically a registered company limited by guarantee and must therefore comply with specific rules and legislations relating to corporate governance as well as School Governance. Academies within the MAT are not registered companies and therefore those specific procedures remain the responsibility of the Trust Board and Central Operational Team rather than the LGB.

There is Trust wide training and support for local governors including membership of the NGA.

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.

The Future for the Trust

In the future the Trust is looking to grow to include schools across North Dorset and South Somerset, usually within a 30 minute travelling time, which includes the pyramids of Gillingham, Shaftesbury, Sturminster Newton and Blandford where there have been longstanding informal links, clusters and partnerships. This can extend into South Somerset and incorporate Church of England Schools in the Diocese of Bath and Wells. This complements and integrates with the developing North Dorset Teaching School Alliance (NDTSA) 2017.

It will be a mixed portfolio of schools with new RI or Inadequate Schools making up no more than 25% of the schools. The final size of the Trust is could be 15-20 which will take place over the next 3-5 years.

The Trust is designed for all schools of any or no faith and of any age range. The Governance structure has been designed to meet the requirements of maintained schools and Church of England Schools including those that are voluntary aided.

The organisation will need to adapt and develop additional capacity. This will be funded by growth grants, school contributions and the sponsor grants. It will include additional central capacity for finance, HR and a school improvement lead.

This may include the formation of hubs, with the appropriate leadership and support structures and systems. A phased growth is anticipated but will need to be agile to take into account schools suddenly requiring support or sponsorship. All these have been discussed with the DFE and RSC.

The North Dorset Teaching School Alliance

The North Dorset Teaching School Alliance (NTDSA) is an outstanding Teaching School based at The Gryphon School in Sherborne, Dorset. They offer initial teacher training, continuing professional and leadership development, and school to school support for those schools looking to improve their performance.

A part of SAST's mission for schools working together to provide outstanding education for pupils, involves ongoing training for teachers within the Trust and additional support for schools seeking to improve standards of teaching and learning. SAST and NDTSA have a mutual desire to work collaboratively and in partnership with others, for the benefit of all our children and staff.

The NDTSA's mission is to –

1. To provide the very best in School-led initial teacher training (ITT) through the School Direct pathway to support newly qualified and experienced teachers in developing excellent teaching skills with an approach that is flexible, reflective, adaptable and resilient.
2. To support and evolve Continuing Professional Development in and across all of its Alliance schools to generate and develop a programme of evidence based CPD that will meet the individual and specific needs of our schools and result in rapid and impactful improvement of teaching and learning.
3. Through the employment of School to School Support, to recruit and deploy Local Leaders of Education and Senior Leaders of Education, to provide superior, bespoke and timely cornerstones of support and mentorship within both the NDTSA Alliance and schools in the wider area.
4. To be reflective and continually develop our offer in light of feedback. To be accountable for our services and ensure they are of consistent high quality.

Planned Information Sharing and Consultation

Consultation Process

The decision to become an academy and to be part of a Trust 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.

Application to the Department for Education for Academy Orders needs to be made. This gives agreement and permission to progress to become an academy school as part of the Trust. An application for approval is also required by the Diocese of Salisbury for conditional consent to proceed.

The steps are:

- Initial information in the Autumn term 2018 with staff and parents
- November 2018 - RSC HT Board approval
- Parent Meeting held in January 2019. This will explain the proposals.
- Further feedback and questions can be submitted directly to office@stmarygillingham.dorset.sch.uk
- January 2019 there will be a formal consultation (TUPE) with staff and professional associations/unions
- April 2019 the Governing Body will make the final decision on whether to become an academy and to join the Trust
- St Mary the Virgin CE Primary School final conversion to join the Trust on 1 June 2019

This is an exciting and important opportunity for the school and it welcomes full engagement as it progresses on its journey.

Appendix General

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.

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.

5. 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.

6. 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.

7. 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.