

Stakeholders questions during the consultation period

<p>What is the independent evidence that children will make even better progress and improved outcomes? Is this in the form of value added in schools already in the academy?</p>	<p>St Marys will be working with other high performing schools, with clear KPI's. Targets have been set to become a Teaching School. Performance has improved as a whole last year across SAST. Heads within SAST are proactive.</p>
<p>The experience and expertise of the teaching staff is great for benchmarking and development of other schools and vice-versa. Also I understand the value that this will add to the potential development and job satisfaction of staff. However, what are the safeguards in place in regards to face-to-face time the teacher is spent in front of their own class teaching? To ensure continuity for the children.</p>	<p>SAST is not connected with the school to school support. Teaching staff would not go out of school if there was any concern about the quality of teaching that the children at St Marys were receiving.</p>
<p>Have the governors seen the scheme of delegation document? setting out the responsibilities and working methods of the trust and it's board of directors. Also it's business plan for at least the next 3 years?</p>	<p>The Scheme of delegation has been discussed and is available on both the school and SAST's website. As more schools join the Scheme of Delegation will be reviewed accordingly. Most schools do not have business plans, but have strategies in terms of growth. SAST are aiming to have around 5000 children within the trust in a 30/45 minute radius. Accounts are projected for 3 years. In the future a plan may be developed, at present educational institutions do not have one.</p>
<p>What will happen if a school in the trust is underperforming, how will this be tackled? What sanctions lie in the end? How accountability is enacted and how is conflict resolution managed?</p>	<p>The line of accountability remains the same within the school. The trust has overall responsibility for all the children in all schools. The LGB is the critical friend.</p>
<p>At what stage will the current governance stop working and the group will need to invent new layers?</p>	<p>There will be no new layers added. On conversion the GB will become the LGB. It is hoped that the current governors will want to continue. SH welcomes continuity and expertise. It is anticipated that a trustee will attend the first LGB meeting.</p>
<p>What happens if the current leader leaves? Is succession planning and development plans already in place?</p>	<p>An advert would be placed accordingly and an interview process undertaken.</p>
<p>How much input does the staff have on policy development and assessments?</p>	<p>There would be formal consultation around HR policies. Curriculum policies will involve school staff.</p>

Have all the governors had the opportunity to speak to other schools governors of their experiences within the SAST?	If governors would like to meet other governors they are able to. Contact can be made with schools within the trust. Jo Hall will be visiting Sherborne Primary.
It has been mentioned that funding would be improved, how is this?	The budget received will be the same as if in the LA, although due to economies of scale savings can be made. There is a conversion grant of £25,000.
Is funding per head or a %?	A formula is used per school then amount per pupil, dependant on their age. If part of a trust there are also pots of money that bids can be made for that are not accessible to LA schools.
Why are other schools not joining SAST?	This is for individual schools governing bodies to make their own decisions.
If in the future Gillingham Schools did form their own academy, could we then join that one?	It would take 7 years to leave an academy trust. The ideal would be that Gillingham becomes a hub of SAST. There will still be links with the local schools and SMTV will continue to work closely with the secondary school.
Have schools wanting to join SAST been turned down?	It was confirmed that they have.
Is there a cap at the number of schools that can join SAST?	A number has not been fixed, but yes there will be a maximum.
What happens if the school extension goes ahead?	The applications submitted to the DfE have said that this may happen. If a new school is built that would have to be part of a trust.
If a trust grows, will the number of trustees increase?	No, they would stay the same. There is an expectation from the government that it is slimline.

<p>Will the curriculum follow the same focus?</p>	<p>As currently happens the curriculum will always be looked at to see how it can be enhanced. There will be curriculum development work across the schools. Sherborne Primary have arranged to visit SMTV to look at the new Cornerstones curriculum. It is about sharing expertise. The curriculum decision lies with the headteacher.</p>
<p>Will SAST's focus be on the Sherborne schools not Gillingham?</p>	<p>Interested in all schools. Pupil outcomes at SMTV will be the headteachers priority.</p>
<p>Will St Marys be losing autonomy?</p>	<p>We will be working in collaboration with lots of different schools, but if a school is performing as it should be and is successful SAST would not need to intervene. There will be a slight difference in support behind the scenes.</p>
<p>Does funding go to each school?</p>	<p>Funding is initially with the trust and then onto the school. Each school has to set its own balanced budget.</p>
<p>Would more money go to other schools?</p>	<p>No, each school has its entitled allocation.</p>
<p>Will the process of the children moving to secondary school change?</p>	<p>No, this does not affect admissions arrangements.</p>