



Polehampton C. of E. Schools Academy Proposal Consultation

- **to become an academy**
- **to join The Keys Academy Trust**

**Parents' Meeting
10th & 11th January 2019**



Agenda for Parents' Presentation

- Why become an academy? Why now?
- Our vision and values and “red lines”
- The journey to this point
- Why join The Keys Academy Trust?
- Benefits and risks
- What will change and what will stay the same?
- Next steps
- Questions

Why become an academy? Why now?

- Decreased support from our Local Authority
- Budget pressures
- Opportunities for teaching and learning
- Recruitment and retention
- Resource opportunities lost as some funding streams only available to academies

Our Vision and Values

We are a federation of two schools serving the community, working with each and every child to help them make outstanding progress academically, socially and emotionally.

- Our aspiration is that all of our children exceed the national expected academic progress,
- We develop children with the emotional strength and resilience to be who they are to the best of their ability,
- The skills of friendship are developed giving children confidence that they can get along with everybody,
- We recruit and develop the best staff to deliver our goals,
- Our staff have a shared ownership around the curriculum and pupil development. Everyone is held to account,
- The importance of community is recognised through a participation in a wide range of activities, with a particularly special relationship with the church,
- We build trusting relationships with our parents through open and transparent interactions which are full of integrity.

They are OUR schools: teachers, parents and children. All are welcome and all contribute.



Our “Red Lines”

- Retain our vision and ethos
- Potential mix of types of school – community, VC, VA, secondary, different stages of the school improvement journey
- Retain ownership of certain policies – curriculum, behaviour, SEND,
- No change to our status as a Voluntary Controlled school
- No forced change to admissions, uniform, school timetable
- No sharing of PTA and school fund monies

Our Journey to this Point

- Local group of schools established to explore the concept and realities
- Looked at existing local MATs – to learn and consider joining
- Went to exhibitions and carried out a lot of research with input from the Diocese and Local Authority
- Landscape was changing during this time – for example, forming a small, very local MAT was no longer a feasible option
- Joining an existing MAT with 3 other local schools gives us the best of both worlds
- Our church school status means that we can't
 - Join a “corporate” MAT
 - Join a community only MAT

Why we chose to move forwards with the Keys Academy Trust

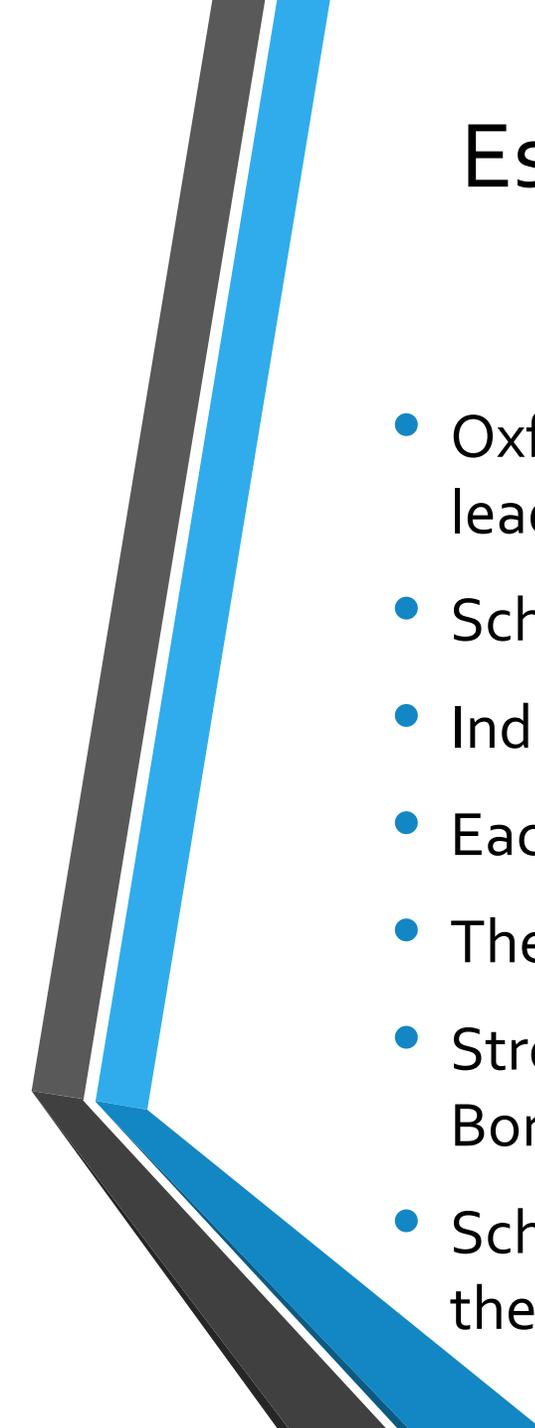


Earley St. Peters' Primary School

The Coombes Primary School

St. Sebastian's Primary School

1,000 pupils



Established MAT, well connected and outward looking

- Oxford Diocesan Board of Education proposal for Earley St Peters to be the lead school in forming a MAT to serve the children in Wokingham.
- School identified as strong leadership and strong governance
- Individual schools to serve own communities
- Each school (federation) to retain its own governing body
- The Keys is recognised as a strong Trust and ambitious in its growth plans
- Strong networks including Regional School Commissioner, Wokingham Borough Council, Oxford Diocesan Board of Education
- School improvement and innovative curriculum design are at the heart of the trust

Benefits of joining The Keys

- **Pupils** - opportunities for collaborative projects, share staff expertise and resources, challenge days, access to SEN expertise
- **Staff** – Professional Development and coaching from Director of Learning, opportunities to work with teachers across the trust, share good practice, recruitment and retention, career progression, leadership opportunities, secondments, central policy setting
- **Governors** – training, networking
- **Financial** – benefits for all schools , access to economies of scale, access to additional funding streams, flexibility on procurement of services, access to shared financial experience and expertise
- **Local Context** - The Keys Academy Trust is a local trust with established networks and is set up to include community schools
- **Ambitious Growth Plans** – opportunities to be active participants in shaping the future of the trust

Potential Risks

Risk	Mitigation
Currently Keys is a small MAT - limited economies of scale	They have a growth plan which will improve this – 5 schools looking to join at this stage
Current Keys is a small MAT – only 3 schools	The plan is for the trust board to grow as when the next schools join so there is an opportunity to influence the strategic direction of the MAT
Current lack of diversity in the MAT	This can change in time - clarified in the formal academy documentation
Could there be a change to our church school ethos?	No - clarified in the formal academy documentation
No current Junior School Headteacher	Previous & current interim Junior Headteacher and Infant Headteacher involved at all stages More security from being in a MAT

What will change?

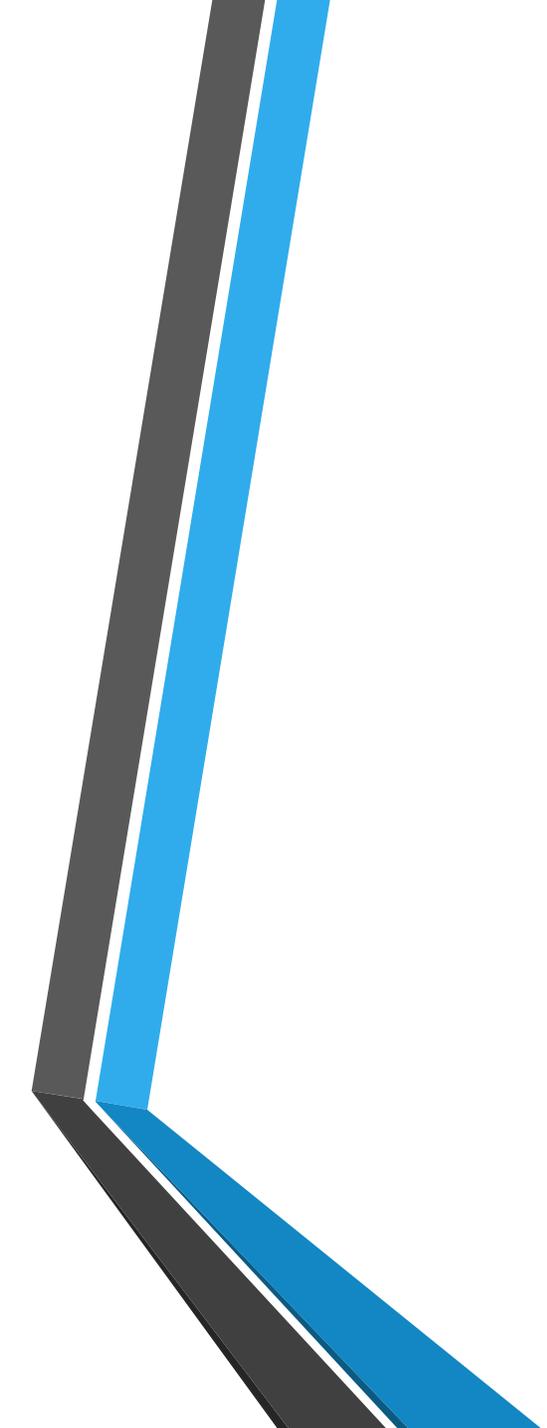
- Funding comes to schools via MAT, rather than from the Local Authority
- Responsibilities we currently have to the Local Authority will change to the MAT – appointing the Headteacher, Health and Safety, school standards
- Opportunities – improved support and challenge for our teaching and learning
- Staff employed by the MAT, instead of Local Authority
- Accounting systems – more frequent, more robust
- And things that might change anyway.....

What will stay the same?

- School ethos
- Local governing body for our schools
- Core funding amounts stay the same
- SEND support from the same providers, for example Foundry College
- Uniform, school day, admissions (including infant/junior linked status), key school policies
- Relationship with local secondary schools
- Each school will receive its own Ofsted and church school inspection
- Day to day, parents and children will notice little difference.

Next steps

- Procedural due diligence of finance, property and school standards
- Formal consultation of all stakeholders
- Academy ordered to be granted
- Formal processes including funding agreement
- Consents to be obtained
- Governors to review all information and make final decision – aim to be by the end of this academic year
- Governors' responsibility to do the best for our schools



Questions?