

CONSULTATION REPORT

1. Background

The Governing Bodies of three primary schools in Cambridgeshire are individually and collectively considering a proposal to join Anglian Learning to form a primary school hub, and for each of the schools to convert to academy status.

The three schools are listed alphabetically below:

- Bottisham Community Primary School
- Fen Ditton Community Primary School
- Stapleford Community Primary School

The three Governing Bodies each agreed in July 2017 to consult upon the proposal for the schools to join Anglian Learning.

The Academies Act 2010 requires the Governing Body of a Local Authority maintained school to carry out a formal consultation on this proposal.

The three schools recognised that it was important for the consultation to be managed consistently and cohesively so agreed to run a coordinated consultation.

This report describes the consultation activities undertaken by each Governing Body, the feedback from this activity and makes a recommendation about the outcome of consultation.

2. Purpose of Consultation

It is recognised by the Secretary of State for Education and the DfE that the Governing Body and leadership team of a school is best placed to assess the benefits of academy status and to decide whether it is appropriate for their school. Therefore, the purpose of consultation is for each Governing Body to present the proposal to stakeholders, to gather feedback on the proposal and to understand the level of stakeholder interest, support and objection. Each Governing Body can then determine whether there is any significant stakeholder objection to the proposal that would cause them to reconsider.

3. Consultation proposal

To join Anglian Learning as a primary hub, and for each school to convert to academy status.

4. Consultation Process

The academy consultation ran from Tuesday, September 12th until Friday, October 6th, a period of four (4) academic weeks.

A summary of the consultation plan identifying the different stakeholders, how those stakeholders were consulted and what information was to be provided, is overleaf.

Stakeholder	Approach	Information
Parents and carers of pupils attending the schools	<ul style="list-style-type: none"> Letter and Consultation proposal sent to all parents on Tuesday, September 12th Individual consultation meetings were held at each of the schools between Sept 26th-28th Consultation survey distributed after consultation meetings Meeting Q&A summary published 	<ul style="list-style-type: none"> Parent & Carer Letter Consultation Document Consultation presentation Consultation survey Meeting Q&A summary
Staff employed by the schools	<ul style="list-style-type: none"> Letter, Consultation Document and FAQs sent to all staff on Tuesday, September 12th Individual consultation meetings were held at each of the schools between Sept 26th-28th Consultation survey distributed after consultation meetings Meeting Q&A summary published 	<ul style="list-style-type: none"> Staff letter Staff Consultation Document Staff FAQs Consultation presentation Consultation survey Meeting Q&A summary
Unions & professional associations for staff	<ul style="list-style-type: none"> Joint letter with copies of staff letters, consultation FAQs and survey sent to representatives on Tuesday, September 12th 	<ul style="list-style-type: none"> Union letter Staff letters Consultation Document Staff Consultation FAQs
Other stakeholders	<ul style="list-style-type: none"> Letter sent on Tuesday, September 12th 	<ul style="list-style-type: none"> Community letter

5. Consultation meetings

5.1 Parent/carers consultation meetings: September 26th-28th

The parent/carers meetings at all the schools were well attended with a total of 49 parents/carers from across the three schools.

The format of each meeting was that the Headteacher presented the reasons for and benefits of the proposal. Mrs Kate Evans, CEO of Anglian Learning, then explained more about the multi academy trust's vision, ethos and plans. Ms Prue Rayner, Executive Primary Headteacher for Anglian Learning then gave an overview of her role in supporting Headteachers. Parents were then given the chance to ask questions and a summary of the Questions & Answers is attached as appendix A.

5.2 Staff consultation meeting: September 26th-28th

The staff meetings were quite well attended with a total of 48 staff from across the four schools

The format of the meeting was similar to the parent meetings with presentations from the Headteacher, CEO of Anglian Learning and Executive Primary Headteacher for Anglian Learning. In addition, an advisor, Philip Cranwell, then explained how staff would be affected by the proposal and outlined the proposed trust's employment principles. Staff were then given the chance to ask questions and a summary of the Questions & Answers is attached as appendix B.

Table 5.2 Attendance at consultation meetings

MEETING	Bottisham	Fen Ditton	Stapleford	Total
Parents (pm)	7	4	11	49
Parents (evening)	6	8	13	
Staff	20	16	12	48

6. Consultation surveys

Surveys were distributed to enable stakeholders to respond to the proposal.

The survey contained the following questions:

Q1. Which school applies to you? (Please tick all that apply to you)

Bottisham Community Primary School
Fen Ditton Community Primary School
Stapleford Community Primary School

Q2. About you (Please tick one that applies to you)

Parent/Carer
Teacher
Support staff
Member of local community
Other (please specify)

Q3 What do you like about your school?

Q4 Do you support the proposal of your school converting to academy status and establishing a multi-academy trust?

Q5 Please explain your response to question 4.

Q6 Is there anything else you would like to say about the proposal?

By the close of consultation on Friday, October 6th, a total of 110 survey responses had been received.

A summary table of the survey data can be found in Appendix C.

6.1 Breakdown of survey response rates

The response rates for parent/carers at all schools were above average for primary school academy consultations, with Bottisham and Fen Ditton parents/carers being significantly higher than average at 18% and 13% respectively. (Note: the number of pupils is used as the universe for parent responses.)

Conversely, the response rates for teaching staff at Stapleford were within the average band while teacher response rates for Bottisham and Fen Ditton were significantly below the average for primary school academy consultations.

Overall, the response rates for support staff at all three schools were below or significantly below the averages for primary school academy consultations.

Low response rates and absolute number of responses means interpretation of the survey results is statistically difficult for teaching and support staff.

Table 6.1 Survey number of responses and as % of the universe

SURVEY	Bottisham	Fen Ditton	Stapleford	Total
Parents	51 (18%)	22 (13%)	12(6%)	85 (13%)
Teachers	3 (19%)	3 (27%)	5 (50%)	11 (30%)
Support Staff	2 (8%)	4 (21%)	8 (32%)	14 (21%)

7. Analysis of survey responses

7.1 Bottisham Community Primary School

The survey responses are set out in the table below.

Of the 18% of parent universe that responded the YES response of 8% was nearly 3 times greater than the NO responses. There were no NO responses from teachers or support staff.

Audience	Data	YES	MAYBE	NO	DON'T KNOW	TOTAL
Parents	Number	22	9	7	13	51
	% of Universe	8%	3%	3%	5%	18%
	% of Responses	43%	18%	14%	25%	N/A
Teachers	Number	0	2	0	1	3
	% of Universe	0%	13%	0%	6%	19%
	% of Responses	0%	67%	0%	33%	N/A
Support Staff	Number	2	0	0	0	2
	% of Universe	8%	0%	0%	0%	8%
	% of Responses	100%	0%	0%	0%	N/A

Table 7.1 Breakdown of survey responses for Bottisham Community Primary School

7.2 Fen Ditton Community Primary School

The survey responses are set out in the table below.

Of the 13% of the parent universe the YES responses slightly outnumbered the NO responses with a similar proportion of MAYBEs.

From the relatively small number of teachers and support staff that responded there was one NO response.

Audience	Data	YES	MAYBE	NO	DON'T KNOW	TOTAL
Parents	Number	7	6	5	4	22
	% of Universe	4%	4%	3%	2%	13%
	% of Responses	32%	27%	23%	18%	N/A
Teachers	Number	3	0	0	0	3
	% of Universe	27%	0%	0%	0%	27%
	% of Responses	100%	0%	0%	0%	N/A
Support Staff	Number	1	1	1	1	4
	% of Universe	5%	5%	5%	5%	21%
	% of Responses	25%	25%	25%	25%	N/A

Table 7.2 Breakdown of survey responses for Fen Ditton Community Primary School

7.3 Stapleford Community Primary School

The survey responses are set out in the table below.

Of the 6% of parent universe that responded the NO responses were slightly higher than the YES responses. There were no NO responses from teachers or support staff.

Audience	Data	YES	MAYBE	NO	DON'T KNOW	TOTAL
Parents	Number	2	5	4	1	12
	% of Universe	1%	3%	2%	1%	6%
	% of Responses	17%	42%	33%	8%	N/A
Teachers	Number	2	3	0	0	5
	% of Universe	20%	30%	0%	0%	50%
	% of Responses	40%	60%	0%	0%	N/A
Support Staff	Number	4	4	0	0	8
	% of Universe	16%	16%	0%	0%	32%
	% of Responses	50%	50%	0%	0%	N/A

7.4 Summary of survey comments

Comments in support of the proposal included:

- Support for the idea of collaborating with other schools, forming partnerships and sharing best practice
- Several comments expressing confidence in the leadership teams and governors of the primary schools to choose what is best for the school
- The ability to share resources and skills
- Financial security
- Positive comments on the links to secondary schools and the continuity of education this would provide
- Supports the idea of the school moving away from the Council
- Strategically, this seems like the best option rather than being forced into becoming an academy at a later date on potentially less favourable terms.

Comments against the proposal included:

- Unsure of the benefits that being part of a multi academy trust would bring.
- A fear that the school would lose its identity and be "swallowed up" by a large trust
- The schools are already thriving so there is no reason to change
- Concerns about future growth of the trust and the impact this would have on them
- Financial concerns, particularly around the pension deficit
- Against the idea of academies and perceived privatisation

7. Consultation summary and recommendation

The consultation with the key stakeholders of all three schools has been comprehensive.

The outcome of consultation is that in all three schools, there is no significant objection to the proposal among any stakeholder group.

Therefore, the Governing Bodies of Bottisham, Fen Ditton and Stapleford Community Primary schools are advised that the consultation has not demonstrated any significant objection that should cause them to reconsider the proposal for the schools to become an academy and join Anglian Learning.

APPENDIX A: Q&A from the parent consultation meetings

APPENDIX B: Q&A from the staff consultation meeting

APPENDIX C: Q & A from GMB representative

APPENDIX D: Survey data table

APPENDIX A
SUMMARY OF PARENT CONSULTATION MEETING
QUESTIONS & ANSWERS

Introduction

Consultation meetings were held for parents and carers at each of the three schools on the proposal to join Anglian Learning. The meetings took place between Tuesday, September 26th and Thursday, September 28th.

This document is a summary of the questions asked at the meetings and the answers given. Where helpful, additional information has been provided in response to the questions raised.

STRATEGY

Q1. Which Primary Schools are in consultation to join the Trust? (S) Are they schools we have actively chosen to work with? (S)

Bottisham, Fen Ditton and Stapleford. They are all Community Schools, are of a similar size and have similar values and priorities. We have had meetings with the other schools and shared our aims and priorities. We have plenty in common but also appreciate that we will not be doing the same things all the time – this is not about rolling out three identical schools. We will retain our own identity.

Q2. Why aren't we joining with local schools? (S)

The biggest attraction for us is the vision of Anglian Learning and we particularly welcome the opportunity to strengthen our ties with Sawston Village College. Our local church schools are considering joining a church based MAT - the Diocese of Ely MAT. Whatever happens, as part of Anglian Learning we will have the freedom to continue to work in partnership with local schools.

Q3. How did it come about – did Anglian Learning ask us to join or vice versa? (S)

Governors have explored all options thoroughly – including the option to do nothing i.e. remain as we are. Governors concluded that the best option for our children was to join a multi-academy trust with a local secondary school and decided that the logical step would be to join Anglian Learning which has Sawston Village College as one of its member schools.

Q4. Bottisham Primary School is the only school in the trust with a nursery. How well will Anglian Learning support the nursery? (B)

Anglian Learning is delighted to have a school with an onsite nursery within the trust. At least one other primary school within the Trust is seeking to open a nursery and additionally the Trust has been approved to establish a new school development which will include a nursery. Nursery provision is very much seen as an integral part of Anglian Learning's vision for the future.

Q5. Which services that the Local Authority provide or the schools tender for are you looking to change (B)

The main difference is the funding of services. Each school will receive the same amount of per-pupil funding as they would receive from the Local Authority as a maintained school. The difference is that the whole of the school budget would come directly to the Trust from central Government. An agreed percentage is retained by the Trust to cover centrally provided services and the remainder of the budget is then distributed to the individual schools, allowing each school to control the whole of its spending.

Q6. If we join Anglian Learning, can the school then leave if it doesn't work? (B) What happens if Anglian Learning's ethos diverges from our own? Can we leave? FD

Once a school converts to academy status it cannot return to Local Authority maintained status. If a school is unhappy then it is also quite hard to leave a multi-academy trust, as it requires the consent of the

Secretary of State for Education and the identification and consent of another suitable multi-academy trust. This is why governors investigate thoroughly and choose a Trust with which they share a vision, values and ethos and spend time understanding the detail of the Trust governance, leadership, finance and operation.

Q7. If we didn't join Anglian Learning, would any of the primaries be at risk of closure?

This would be a decision for the Local Authority. Generally, a school is at risk of closure when the number of pupils is such that it is deemed not to be financially viable. Once a school has become part of a MAT, the decision to close the school can only be made by the Secretary of State or the Trust itself. The LA are no longer able to close the school.

Q8. You have highlighted many positive aspects of conversion. Are there any negative outcomes? (FD) What are the downsides? (FD) What are the risks? (S)

In the short term, there is work involved for the schools in setting up the new financial and operational systems that need to be in place at the time of conversion.

In the long term, once a school converts to academy status it cannot return to Local Authority maintained status. It is also quite hard to leave a multi-academy trust once a school has joined, as it requires the consent of the Secretary of State for Education and the identification and consent of another suitable multi academy trust. This is the key negative of the proposal, which is why the governing bodies have been considering the Trust's governance, leadership and management so carefully. The aim is that everyone has a clear and consistent understanding of what being part of Anglian Learning will mean for each school before joining.

Q9. Are there any joining criteria? (FD)

First and foremost, it is about finding the right "fit" - it is important the school shares the same vision and values as other schools in the Trust. Each school has also been through a process of due diligence, mutually disclosing finance, performance, governance and other critical information.

Q10. What size do you see the Trust growing to in a few year's time? (S) Is there a long term plan to increase the number of schools in the Trust (B) What, if any, say would Stapleford have in which other primaries join the hub?

We will grow as we can see clear benefits in increasing the Trust's resources, breadth of expertise and economies of scale. However, growth has to be sustainable and in particular any schools that join the Trust would need to "fit" with our core principles and values. Anglian Learning is not interested in becoming a national chain. Although some trusts do operate over distance, we value geographical proximity.

We have put in an application to establish a new Free School opposite the airport in Cambridge We have chosen to invest in that area as it comes within the catchment for Bottisham and Netherhall.

The decision on which primaries would join the hub in the future is the responsibility of the Trustees based on the criteria above.

Q11. Will another school in the Trust failing impact on our own school? (B)

If the Trust is required to provide support to an under-performing school, the Primary Executive Headteacher will lead the coordination of resources to deliver an improvement plan, working with the other Headteachers. They would ensure that other schools in the Trust would not be adversely affected by deployment of resources.

Q12. What are the benefits for joining the Trust rather than an informal partnership or Federation? (B) Financial benefits? (S)

Joining Anglian Learning offers the opportunity to formalise partnership and collaborative working arrangements and in addition, offers the following key benefits: long-term sustainability, formal governance arrangements, unifying charitable objectives, external accountability to the DfE (and others), collective accountability and responsibility for pupil outcomes, formal challenge and support for Headteachers, single commercial entity, single employer of all staff and single commissioner of services.

An informal partnership can bring benefits, but joining a MAT gives each school a framework and a commitment to make change rather than just sharing a good intention.

While the financial benefits (such as securing financial efficiencies through coordinated resource planning and joint commissioning of services) are important and in turn may facilitate some of these changes, they are not the sole or main driver. Governors have seen the Anglian Learning financial model as a positive measure but it is not the primary reason for joining.

Q13. Can Sawston Village College endorse that there are benefits to be made? (S)

Yes, (answered by Jonathan Culpin, Principal at SVC), the Principal has seen a range of tangible benefits, including for example, having a Trust HR function, which allows him to spend more time focused on school improvement.

Q14. It seems like it is not an option not to join. Is this because the LA support is dropping? (B)

There is an option not to join, we could stay as we are but the Governing Body, having looked at all strategic options for our school, believes this is the best option.

Historically, the support from the Local Authority has been good but this capacity has diminished considerably. Furthermore, they now charge for a number of the services that were once provided to the schools for free.

Q15. Is this privatisation? (FD)

The proposal is to become part of a Multi-Academy Trust.

The Trust is a Company Limited By Guarantee with charitable exemption. This means the Trust must comply with both company and charity law and comply with its charitable Objects as set out in the Articles of Association (in simple terms - the rules of the Trust).

The Trust does not have shareholders and cannot pay dividends. Any surpluses must be retained to be spent in ways consistent with the charitable objects. The Trustees and Trust Members are unpaid.

It has a Board of Trustees who are registered as directors at Companies House and Members who are listed in the Memorandum and Articles of Association. The Trustees are accountable in four ways. First, to the Secretary of State who has the power to intervene in the Trust and/or terminate the Funding Agreement that allows the Trust to run schools. Second, to Ofsted which has the same rights of inspection. Third, the Trust is accountable under company law with responsibilities such as publishing audited accounts. Fourth, the Trustees are accountable under charity law.

Q16. What about the effect of the Wing development (new primary school near Fen Ditton)? (FD)

Anglian Learning is absolutely clear, as is the Local Authority, that the purpose of this development is to meet increased demand for school places and will not open until the need for the additional capacity is confirmed.

Q17. is it really a practical benefit to say that schools will share resources? (FD)

While it is not practical to move pupils between schools on a day to day basis, there will be collaborative projects and trust wide programmes which will benefit pupils and staff.

Q18. How can the Trust better support the children transitioning from primary school to secondary? (FD)

One of the aims of the trust is to improve effective provision from 3 – 18. Teachers from all phases will work together to help to sustain progress and ease transition. Anglian Learning secondary schools will continue to work closely with all feeder schools.

Q19. What happens when government policy changes?

We don't know what will happen in the future, but no major political party suggested abandoning the academisation policy at the most recent election.

The schools are choosing to join Anglian Learning for all the reasons set out within the consultation documentation and presentation: to sustain and improve outcomes for the pupils and students.

Q20. What happens if one or more of the primary schools chooses not to go ahead?

Anglian Learning is committed to forming a primary hub. There will be a joint governing body meeting on October 31st where governors will make their final decision, for their own individual schools.

GOVERNANCE & LEADERSHIP

Q21. Will the Governing Body still have a role? (S)

Yes, the Governing Bodies of each school become Local Governing Bodies and will continue to have an important role in the governance of their school. Anglian Learning recognises the importance of having community based expertise.

Q22. Who sits on the Trust Board? (S) How is our school represented on the Trust Board? (FD)

The Trust Board was originally established by the founding schools. DfE policy says that the composition of the Board must be skills based (i.e. not a representative model with Trustees coming from each and every school in a Trust, but made up of individuals with the necessary skills and expertise). The intention going forward is that vacancies will be filled, based on an audit of skills required. Any governor from any school with the right level of skills and expertise could apply to become a Trustee when there is a vacancy to be filled.

Q23. Will the Trust hold regular meetings like the one tonight with parents? (B)

Meetings like the one tonight would only happen under particular circumstances where it was deemed useful and necessary to hold a large meeting. However, Anglian Learning is fully aware of the importance of communication with individual schools and particularly Local Governing Bodies.

Q24. How will decisions be made? Who takes responsibility and accountability? What powers stay with the Headteacher and GB? What are the monetary, accountability and decision making policies? (FD)

The vast majority of day to day decision making remains in the hands of the individual Headteachers/Principals and Governing bodies. There is a Scheme of Delegation in place which clearly lists the responsibilities of Governing Bodies, Headteachers, CEO, Leadership Group, Trustees and Members.

In terms of accountability, if parents are unhappy then they can complain to the Trust using its published Complaints Policy. The Trust will do what it reasonably can do to resolve the complaint. However, if the parent is still unhappy then they can complain direct to the Secretary of State for Education and/or Ofsted, each of which has a policy and process for responding to concerns.

Q25. How can the school influence Trust policy? (FD)

The Scheme of Delegation provides a structure for the process of communication and decision making within the Trust. Anglian Learning is also looking closely at ensuring there is two way communication between school governing bodies and Trustees.

FINANCE

Q26. Can we see comparative information on the financial position of the schools in the Trust so that we can see which schools will be net contributors / receivers? (S) Are schools individually funded or does it all go to the Trust? (B)

It is not normal practice to routinely share a school's financial information with parents – whether as a Local Authority School or an academy. However, as part of this process, financial data has been shared with Governing Bodies to allow them to check that there is no risk to the school. Moreover, the Trust is required to publish its independently audited accounts annually on its website. This will include a breakdown of income and expenditure per school

Each school will receive the same amount of per-pupil funding as they would receive from the Local Authority as a maintained school. The whole of the school budget would come directly to the Trust from central Government. Other than costs of central services (as with the Local Authority model), the remainder of the budget is then distributed to the individual schools, allowing each school to control the whole of its spending, unless there are serious concerns about a school.

Q27. How big is the Trust at the moment and who finances it? (B) Where does the money come from? (FD) Will it cost anything to join? (S)

Anglian Learning currently consist of four secondary schools and the proposal is that Bottisham, Fen Ditton and Stapleford Primary Schools join together to form a primary hub. In addition, the Trust has submitted an application for a new primary school in Marshall's Lane. Each school in the Trust receives the same amount of per-pupil funding as they would receive from the Local Authority as a maintained school. Each school pays an agreed percentage contribution as a Trust Central Charge which is used for shared costs and resources. This is not a joining fee but an agreed contribution to pay for shared costs.

Q28. Is there a risk that funds would be pulled out from a good school? (B) Is there a risk that our school's financial situation would be compromised by another school in the Trust? (FD)

Each school is responsible for their own budget and funds cannot be taken from one school budget and transferred to another. A key principle of Trust financial governance is that each school has a responsibility to set a balanced budget. Each school is funded on a per pupil formula and it is only right that each school receives that funding. The Trustees will not allow schools to run into deficit and if necessary will intervene in any school that is not being financially well-run. However, there may be circumstances where it is appropriate for a school to receive a loan from the Trust, which would be repayable.

Q29. Will the school be financially worse off as the cost of staff employed by the Trust must have an impact? (B) Is there evidence of savings? (B) Will we have more or less money? (FD)

There are certain incremental costs of running the Trust including staff employed in Trust-wide posts. Each school makes a modest contribution which represents a small percentage of their school budget. Schools should not be financially worse off and will benefit from savings and efficiencies, achieved through joint commissioning and procurement of services that the schools currently purchase individually.

Q30. Can we have reassurance that any shortfall in pension deficit would not come out of the primaries' budgets. (S)

The pension liability shown on the accounts is an actuarial valuation of the total scheme. The value is revised annually based on estimates and assumptions of the profile of staff in the scheme. An annual adjustment is made to the accounts for the revised value of the pension liability, but this is simply an accounting adjustment on the balance sheet and has no cash flow impact to the school.

STAFFING

Q31. Are teachers going to be forced to go to other schools? If a teacher is sick, could a class teacher be moved to another school to cover? (B) Will our teachers move between schools regularly? (FD) Will staff roles be combined across schools? (FD)

Teachers and other staff will continue to work in the school where they currently work and their contract of employment naming the school will transfer across.

However, there are three circumstances where staff may work in another school. Firstly, when a job at another Trust school is advertised and an employee applies for and is appointed to that role. Second, when a staff member voluntarily agrees to a secondment or temporary placement in another school. Third, there may be new posts created in the future that are Trust-wide and any staff member appointed to such a post would be expected to work across schools.

Q32. How do staff feel? (FD)

Staff consultation meetings have been held at each school. The Q&A from the staff meeting will be published by each school on its website as will this parent Q&A.

Q33. Who sets staff pay? (FD)

When staff are subject to a transfer of employment they are legally protected to transfer under the same contractual employment terms and conditions. Like any employer, Anglian Learning could propose to change terms and conditions in the future. As now, there are clear policies on consultation with staff on any proposed changes and rules on salary protection. Because the staff will transfer under TUPE they have the protection that their contractual terms and conditions may never be changed to their detriment if the main reason for the change is the TUPE transfer itself.

LEARNING

Q34. How would you say school performance has been improved since joining Anglian Learning and how have the students benefitted? (B) Does AL have any proof that they have raised standards? (FD)

A major benefit for schools coming together and working collaboratively is the mutual support and the collective accountability and responsibility for pupil and student outcomes. This has been apparent at Netherhall which has demonstrated great progress since its Ofsted in June 2014 (Requires Improvement) and received a very positive progress report when visited by Ofsted in Feb this year (the report is on the school website). A full Ofsted inspection has not yet been carried out.

Q35. How would joining affect the quality of teaching? (S)

At the moment, we look to external sources if we want to put into place improvement strategies. There will still be the opportunity to buy in advice but the key factor is that we can share expertise with other schools in the Trust and share ideas and support across schools.

SCHOOL MANAGEMENT

Q36. As a primary school joining Anglian Learning, does this have any bearing on secondary school choice? (B) Do children have to go to an Anglian Learning secondary school? (FD)

No, students will have the same range of options.

Q37. Will the PTA fundraising still be for Bottisham Primary School?

Yes, each school can continue with its own individual fundraising activities.

Q38. Will the school still be inspected by Ofsted? (FD)

Academies are inspected in the same way as maintained schools. There are plans for MATs to be inspected in the future.

Current policy is that academies are not inspected until the third year after conversion unless there are causes for concern.

APPENDIX B
SUMMARY OF STAFF CONSULTATION MEETING
QUESTIONS & ANSWERS

Introduction

Consultation meetings were held for staff at each of the three schools on the proposal to join Anglian Learning. The meetings took place between Tuesday, September 26th and Thursday, September 28th.

This document is a summary of the questions asked at the meetings and the answers given. Where helpful, additional information has been provided in response to the questions raised.

STAFFING AND TERMS OF EMPLOYMENT

Q1. Our contracts refer to local government documents (green book), will they transfer across? What will the pay scales/progression be? Will there be performance related pay?

All current terms and conditions, including the green book, payscales and performance related pay will transfer to the Trust at the point of conversion. Like any employer, Anglian Learning could propose to change terms and conditions in the future. As now, there are clear policies on consultation with staff on any proposed changes and rules on salary protection. Because the staff will transfer under TUPE they have the protection that their contractual terms and conditions may never be changed to their detriment if the main reason for the change is the TUPE transfer itself.

Q2. Collaboration and partnership – will we spend more time in meetings?

We will use existing INSET time and CPD time for Trust wide initiatives and training. However, when we talk about collaboration we do not mean to restrict it to just large scale meetings. A key benefit is also that teachers can develop partnerships themselves with colleagues in other schools. This doesn't have to be by a formal meeting but by conversation, email etc.

Q3. Will we be bussed around the county?

No. Staff will normally have a contract of employment to work in their current school and this is protected through the transfer of employment, therefore staff will continue to work in their existing school.

However, there are three circumstances where staff may work in another Trust school. First, is when a job at another Trust school is advertised and an employee applies for and is appointed to that role. Second, when a staff member voluntarily agrees to work within another school in the MAT. Third, there may be new posts created in the future that are Trust-wide and any staff member appointed to such a post would be expected to work across schools.

Q4. How will the change improve recruitment and retention?

Whilst there is no easy answer to solving the wider staffing problem, the Trust has a clear vision and action plan for establishing career pathways and ensuring staff have access to high quality professional development opportunities.

Q5. Will there be continuity of service and transfer of pension?

Continuity of service is protected through the transfer of employment. Anglian Learning will also recognise the continuity of service of new employees joining the Trust. Pensions are also protected through the transfer of employment.

If you were to take a job with a school outside the Anglian Learning Trust your continuity of service may be broken. Your new employer may treat you as a new starter for the purposes of enhanced sickness and maternity or paternity benefits, however this will be dependent on the particular trust or academy to

which you are appointed. Before accepting any future offer of employment with an academy or trust, it is recommended that you check that the new employer would recognise your continuity of service.

Q6. Will the SENCO role be combined across the Trust?

Each school will continue to have their own SENCO provision in place and any resource sharing will be a decision for LGBs. SENCOs will certainly benefit from being able to work together with others to broaden their expertise and share knowledge.

SCHOOL MANAGEMENT

Q7. If Ofsted arrive on January 1st (proposed day of conversion) would they allow for a settling in period? (S)

On joining the Trust, each school will be recognised by Ofsted as a new school. Ofsted allows new schools a period of time to develop their work before they are inspected.

Q8. My main concern is whether we will be ready by January 1st? (S)

It does seem a short period of time, but it is important to remember that the Governing Body has been investigating and working through this process for 2 years. There are still a number of legal, operational and financial tasks to complete but we are working on this with the support of the Trust and the Project Manager.

Q9. We are looking into establishing a new pre-school. Will Anglian Learning support our vision for that? Is there a money pot to help support?

Although the Trust cannot directly fund a new pre-school, we can offer access to capacity and expertise. We are very positive about early years provision. We have been successful with a bid to establish a new primary school and this includes nursery provision. Bottisham Primary School also has nursery provision. We are realistic about the challenges of making nursery provision financially viable but we have commitment to make that work.

Q10. We've gone through a transition process of moving over to Google and invested time and training and learning. What will the impact be?

The Trust supports the school's approach to this and sees ICT as a key area. We are in the process of formulating a trust-wide ICT strategic plan. In order to maximise efficiencies, there will need to be consistency across schools in some key areas. If there is to be change, then the proper support will be in place to assist the schools through any transition.

Q11. Can we leave if it doesn't work out?

Yes, but it is difficult. Once a school converts to academy status it cannot return to Local Authority maintained status. If a school is unhappy then it is also quite hard to leave a multi-academy trust, as it requires the consent of the Secretary of State for Education and the identification and consent of another suitable multi-academy trust.

PROCESS

Q12. Will other staff and also parents who aren't at the meetings, receive a copy of the questionnaire? (S) Are there any questions other schools have asked that would be interesting for us to know? (S)

All parents and staff will receive the questionnaire and will also see a copy of all the questions and answers from the consultation meetings.

PERFORMANCE AND LEARNING

Q13. How would a declining school in the MAT be treated? (FD)

Where there is a decline in the quality of provision or in pupils' achievement, Trust leaders will implement a plan of actions to bring about improvement. This will draw on the expertise of leaders and staff within the Trust and more widely if necessary. Progress will be carefully monitored to ensure improvement is secure. In the case of primary schools, the Executive Primary Headteacher will lead this work. The impact of staff being involved in supporting colleagues will be carefully reviewed to ensure there is no detriment to any other schools involved.

GOVERNANCE

Q14. Who will we go to with the myriad of questions we might have?

Staff can seek any further information they need through their headteacher or governing body in the first instance. Anglian Learning will provide any further clarification through an appropriate member of staff. For example, the HR Director for a staffing query.

Q15. Will primary LGBs have representatives on the Trust Board?

Board members were originally drawn from the local governing bodies of the founding secondary schools. Anglian Learning and the Department for Education no longer consider this representative method to be fit for purpose in terms of Trustees holding others to account. This is because it is the role of Board members to make decisions in the best interests of every school and pupil in the Trust. It will also become impractical to include representatives from every school as the Trust grows. Skills audits will be used to identify where particular expertise will support the efficient development of the Trust. Any governor from any local governing body with the required skills and expertise will be able to apply to be a Trustee as and when vacancies arise, however wider expertise and skills will also be sought as necessary.

FINANCE

Q16. How will savings be made to create higher spending power? For example, will subject leader roles be combined?

Budgets and decisions about staffing will continue to be delegated to each school. Each school will make a modest contribution to the provision of central services which represents a small percentage of their budget. Schools will benefit from savings and efficiencies, achieved through joint commissioning and procurement of services that they currently purchase individually. Any decisions about shared responsibilities across schools will only be made as the Trust grows with the agreement of the staff and leaders involved. In some circumstances, appointments may be made for staff to work across the Trust. In these instances, the requirement will be stated as a condition of employment.

Q17. How will funding for pupils who have special educational needs and/or disabilities be managed?

Funding will come in centrally from the Department for Education through the Trust. It is drawn up from the individual budget sections for each school and is therefore generated in the same way a school's income is generated at the moment. Anglian Learning has central services that will benefit all schools (this comes from the contribution to the Trust Central Budget which is made by all schools in the Trust). Any remaining funding is delegated to the Local Governing Body. Funding attached to pupils for example, the pupil premium or funding allocated for SEND will be delegated directly to the relevant school.

Q18. We know we will be contributing a percentage to Trust. Is it a block payment, or does it vary according to usage? How is the annual cost calculated? (S)

There is an agreed fixed annual payment because most schools have the same requirements for centrally provided services such as HR. Should a school need any additional provision for particular reasons, then the Trust will offer or source this for an additional payment.

Anglian Learning's aim is to achieve economies of scale across the trust and to return as much funding as possible to the schools to benefit pupils.

Q19. Up to now, it has been governors who have been responsible for ensuring that the school is financially viable. Come 1 Jan, how will that change? How is the budget set?

As an academy, the budget is set to the school year so, if conversion is agreed, the first budget will be set to run from January 1st - 31st August.

Trust staff will work with the local governing body to draw up a budget based on the needs of the particular school. Ultimately, the local governing body makes a recommendation to the Trust Board and the Board is responsible for approving the budget. It is a requirement of being an academy to set a balanced budget. Anglian Learning will work with local governing bodies to ensure schools have sufficient reserves to manage any unforeseen expenses and to maximise efficiency of spending.

APPENDIX C

Questions from GMB received during consultation:

Q1. Site supervisor living on school residential property what are his legal rights?

The caretaker is currently employed by CCS rather than the Local Authority. The Trust and school are in discussion on this matter and taking legal advice to see how this can be managed. The caretaker will be kept informed once it becomes clear how to proceed.

Q2. Which Company will our Trust join for future Pension?

Teachers:

The legal agreement that the Anglian Learning Trust has with the Secretary of State makes it a requirement that it offers participation in the Teachers Pension Scheme (TPS) to all teaching staff. So, as teachers working in an academy, you will still be eligible for membership of the TPS.

The TPS runs teacher pensions on behalf of the Department for Education. As your employer, the Trust would be responsible for collecting and paying employer and employee contributions to the TPS and for all other administrative responsibilities set out in the Teachers' Pensions Regulations.

The TPS determine the employer and employee pension contributions and the Trust cannot vary or change these. Any future changes will be decided by the TPS not the Trust. Benefits paid to teachers on retirement are not affected by academy status.

Support staff?

The legal agreement that the Anglian Learning Trust has with the Secretary of State makes it a requirement that it offers participation in the Local Government Pension Scheme (LGPS) to all support staff. As a member of the support staff working in an academy, you will still be eligible to pay contributions in to the LGPS.

The LGPS runs support staff pensions on behalf of the local authority. As your employer, the Trust would be responsible for collecting and paying employer and employee contributions to the LGPS and for all other administrative responsibilities set out in the LGPS policies.

The LGPS determine the employer and employee pension contributions and the Trust cannot vary or change these. Any future changes will be decided by the LGPS not the Trust. Benefits paid to support staff on retirement are not affected by academy status.

APPENDIX D: Consultation Survey Data

SCHOOL	STAKEHOLDER	UNIVERSE	RESPONSES (NO.)					RESPONSES (% OF UNIVERSE)					RESPONSES (% OF RESPONSES)				
			YES	MAYBE	NO	DK	TOTAL	TOTAL	YES	MAYBE	NO	DK	YES	MAYBE	NO	DK	TOTAL
Bottisham	PARENT	277	22	9	7	13	51	18%	8%	3%	3%	5%	43%	18%	14%	25%	100%
	TEACHER	16	0	2	0	1	3	19%	0%	13%	0%	6%	0%	67%	0%	33%	100%
	SUPPORT STAFF	24	2	0	0	0	2	8%	8%	0%	0%	0%	100%	0%	0%	0%	100%
	TOTAL	317	24	11	7	14	56	18%	8%	3%	2%	4%	43%	20%	13%	25%	100%
Fen Ditton	PARENT	170	7	6	5	4	22	13%	4%	4%	3%	2%	32%	27%	23%	18%	100%
	TEACHER	11	3	0	0	0	3	27%	27%	0%	0%	0%	100%	0%	0%	0%	100%
	SUPPORT STAFF	19	1	1	1	1	4	21%	5%	5%	5%	5%	25%	25%	25%	25%	100%
	TOTAL	200	11	7	6	5	29	15%	6%	4%	3%	3%	38%	24%	21%	17%	100%
Stapleford	PARENT	199	2	5	4	1	12	6%	1%	3%	2%	1%	17%	42%	33%	8%	100%
	TEACHER	10	2	3	0	0	5	50%	20%	30%	0%	0%	40%	60%	0%	0%	100%
	SUPPORT STAFF	25	4	4	0	0	8	32%	16%	16%	0%	0%	50%	50%	0%	0%	100%
	TOTAL	234	8	12	4	1	25	11%	3%	5%	2%	0%	32%	48%	16%	4%	100%
TRUST	PARENT	646	31	20	16	18	85	13%	5%	3%	2%	3%	36%	24%	19%	21%	100%
	TEACHER	37	5	5	-	1	11	30%	14%	14%	0%	3%	45%	45%	0%	9%	100%
	SUPPORT STAFF	68	7	5	1	1	14	21%	10%	7%	1%	1%	50%	36%	7%	7%	100%
	TOTAL	751	43	30	17	20	110	15%	6%	4%	2%	3%	39%	27%	15%	18%	100%
KEY																	
RESPONSE RATES			Above average (Parents >10%, Staff >67%, Support Staff >50%)														
			Average (Parents =6-9%, Teachers = 50-67%, Support Staff = 33-50%)														
			Below average (Parents= <5%, Teachers <50%, Support Staff <33%)														
			Significantly below average (Parents <2%, Teachers = <25%, Support Staff <15%)														