

CONSULTATION REPORT

1. Background

The Governing Body of Woodford Green Primary School has been considering a proposal to convert the school to academy status and join the Arbor Academy Trust. The Governing Body resolved in July 2018 to consult upon this proposal.

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

5.1 Before a maintained school in England is converted into an Academy, the school's governing body must consult such persons as they think appropriate.

5.2 The consultation must be on the question of whether the school should be converted into an Academy.

5.3 The consultation may take place before or after an Academy order, or an application for an Academy order, has been made in respect of the school.

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

2. The Role and Responsibility of the Governing Body

The Department of Education Governance Handbook 2017 summarises the purpose of governance as *'to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.'*

The DfE Governance Handbook further states that it is the responsibility of the Governing Body to develop *'a clear and explicit vision for the future set by the board, in collaboration with executive leaders, which has pupil progress and achievement at its heart'* with a *'determination to initiate and lead strategic change when this is in the best interests of children, young people and the organisation, and to champion the reasons for, and benefits of, change to all stakeholders;*

It also states;

'As the accountable body, the board is the key decision maker. It may delegate operational matters to executive leaders and governance functions to committees (including LGBs in a MAT) or in some cases to individuals, but the board as a corporate entity remains accountable and responsible for all decisions made and executive leaders operate within the autonomy, powers and functions delegated to them by the board.*

**the board should be taken to mean the accountable body for the school or group of schools: in local authority (LA) maintained schools, this will be the governing body.*

Therefore, it is within the remit of the Governing Body, given current Government policy, to assess the benefits and risks of academy status and to decide whether it is appropriate for their school.

3. The Purpose of Consultation

The purpose of consultation is for the Governing Body, in accordance of the Academies Act 2010 and the DfE Governance Handbook 2017, to present the proposal to stakeholders, to gather feedback on the proposal and to understand the level of stakeholder interest, support and objection.

The Governing Body can then determine whether there is any significant stakeholder objection to the proposal that would cause them to reconsider.

4. Consultation proposal

To convert Woodford Green Primary School to convert to academy status and join the Arbor Academy Trust.

5. Consultation Process

The academy consultation ran from Tuesday, July 10th until Monday, September 24th, 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 below.

It should be noted that the Governing Body held an early 'academisation' meeting with parents on May 9th before any resolution to consult was agreed by Governors.

Stakeholder	Approach	Information
Parents and carers of pupils attending the schools	<ul style="list-style-type: none"> • Pre-notice of consultation meetings sent to parents on June 25th • Letter and consultation document sent to all parents on Tuesday July 10th • Consultation meetings were held on July 11th, July 12th and September 11th • Consultation survey distributed on September 12th • Meeting Q&A summaries published July 16th 	<ul style="list-style-type: none"> • Parent & Carer Letter • Consultation Document • Consultation presentation • Consultation survey • Meeting Q&A summaries
Staff employed by the schools	<ul style="list-style-type: none"> • Pre-notice of consultation meetings sent to staff on June 25th • Letter, consultation document and FAQs sent to all staff on Tuesday, July 10th • Consultation meetings were held on July 11th and September 18th • Consultation survey distributed on September 12th • Meeting Q&A summary published July 16th 	<ul style="list-style-type: none"> • Staff letter • Consultation Document • Staff FAQs • Consultation presentation • Consultation survey • Meeting Q&A summaries
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, July 10th 	<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, July 10th 	<ul style="list-style-type: none"> • Community letter

6. Consultation meetings

6.1 Parent/carers consultation meetings: July 11th, July 12th and September 11th

The parent/carers meetings at all the schools were well attended, with approximately 50 parents and carers attending the three meetings.

The format of the three meetings was similar.

- The Chair of Governors, Candice Dwight, set out the reason for the proposal in the context of the school's current situation and challenges.
- The Headteacher, explained the recent history of support for the school from Davies Lane Primary School, a member school of the Arbor Academy Trust, the impact of that support and the benefits of joining the Arbor Academy Trust.
- The CEO of Arbor Trust, Maureen Okoye, described the Trust's vision, the characteristics of the current member schools and its governance, leadership and management.
- The Chair of Governors then outlined what would remain the same at the school including its individuality and small school ethos.

- The school’s advisor, Philip Cranwell, then explained the consultation process.

Parents were then given the chance to ask questions and summaries of the Questions & Answers are attached as appendices A and B.

6.2 Staff consultation meeting: July 11th

The staff meeting was attended by the majority of teachers and support staff.

The format of the staff meeting was similar to the parent meetings. In addition the school’s advisor, Philip Cranwell, explained how staff would go through a transfer of employment under TUPE Regulations and outlined the proposed Trust’s agreed employment principles.

Staff were then given the chance to ask questions and a summary of the Questions & Answers is attached as appendix C.

Following the meeting staff submitted further questions anonymously via an envelope in the staff room. A written response to these questions was published on September 18th.

6.3 Staff consultation meeting: September 18th

In response to staff feedback it was agreed to organise a further opportunity for staff to ask questions in the form of a ‘drop-in’ on Tuesday, September 18th. The Headteacher invited representatives from unions and professional associations to attend. A representative from GMB attended briefly and two representatives from the National Education Union met with their members. The teaching staff then asked for the opportunity to meet with the Chair of Governors, Headteacher, Trust CEO, school advisor and Trust HR manager. This meeting lasted about an hour and gave staff and NEU representatives further opportunity to ask questions.

7. Consultation survey

The Governing Body carried out a survey of parents, carers, teachers and support staff using a paper survey form, which was distributed on September 12th. Each member of staff received one form and parents/carers received one form per child attending the school

The survey comprised the following questions:

<p>About you (Please tick one that applies to you)</p> <p>Parent/Carer</p> <p>Teacher</p> <p>Support staff</p> <p>Member of local community</p> <p>Other (please specify)</p> <p>Q1 What do you like about your school?</p> <p>Q2 Do you support the proposal of your school converting to academy status and joining Arbor Academy Trust?</p> <p>Q3 Please explain your response to question 2.</p> <p>Q4 Is there anything else you would like to say about the proposal?</p>
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By the close of consultation on Monday, September 24th a total of 83 parent/carer, 11 teacher and seven (7) support staff survey responses had been received.

During the consultation some parents/carers and the NEU representatives requested that a binding independent ballot be carried out. The Governing Body responded that this would not be appropriate given their responsibility to govern and manage the school and their collective and individual accountability for the school’s performance. However, it was explained that if more than half of the universe of a stakeholder group responded NO to the proposal that this would be deemed a significant objection and considered carefully by the Governing Body.

7.1 Breakdown of survey response rates (Q2)

A full table is included as appendix D.

STAKE HOLDER	UNIVERSE	RESPONSES (NO.)					RESPONSES (% OF UNIVERSE)				
		YES	MAYBE	NO	DK	TOTAL	TOTAL	YES	MAYBE	NO	DK
PARENTS/ CARERS	217	39	3	40	1	83	38%	18%	1%	18%	0%
TEACHERS	12	5	2	3	1	11	92%	42%	17%	25%	8%
SUPPORT STAFF	15	2	0	2	3	7	47%	13%	0%	13%	20%

To summarise the findings

- The **parent/carer response rate of 38%** is one of the highest this advisor has seen in such consultation surveys.
- The **same proportion of parents/carers responded YES or NO** to the question of support for the proposal, equivalent to 18% of the universe of number of children attending the school.
- The **teacher response rate of nearly 100%** is again one of the highest this advisor has seen in consultation surveys.
- The number of teachers responding YES to the question of support for the proposal (5) was **almost double** the number responding NO (3). The NOs were 25% of the teacher universe.
- The **support staff response rate of 47%** is also one of the highest this advisor has seen in consultation surveys.
- **Support staff were equally split** in number (2) between support for and against the proposal, at 13% of the support staff universe.

7.2 Review of the aspects of the school respondents like (Q1)

The parent/carer respondents were unified in the aspects of the school they liked, including;

- Small school where children are individuals
- Teaching and learning is focused on the needs of the child
- Close-knit community of staff, children and families
- Staff and leadership are friendly and approachable
- Caring, inclusive, happy atmosphere

7.3 Review of reasons given for YES and NO responses

It is helpful to review the reasons given by respondents for their support and objection for the proposal.

Of the forty (40) **NO** responses thirty-six (36) gave reasons for their answer. These can be divided into nine key themes. Some respondents gave more than one reason for their response.

1. Objection to the academy policy and/or loss of Local Authority control (15 responses)
2. Aspects of the school that parents/carers like will change adversely (12 responses)
3. Consultation process was inadequate and biased towards the advantages of the proposal (6 responses)
4. Governors had not sufficiently investigated other options (6 responses)
5. Preference for a Redbridge Educational Partnership offer (5 responses)

6. Duration of the contract *stated as 125 years* (5 responses)
7. Arbor Trust not a suitable trust for the school to join (4 responses)
8. Teachers will leave because they are unhappy (2 responses)
9. Arbor Trust staff are rumoured to be unhappy (2 responses)

Of the thirty-nine (39) **YES** responses thirty-seven (37) gave reasons for their answer. These can be grouped into five broad themes

1. Belief that it will lead to a better school with greater support for teachers (12 responses)
2. Confidence and trust in the Governing Body and Headteacher's recommendation (11 responses)
3. The school having control over its future (9 responses)
4. Evidence of the impact over the last year of the partnership with Arbor Trust (6 responses)
5. Great opportunities for pupils (6 responses)

It is also worth noting that some parents/carers that responded YES were also concerned that the aspects of the school they like should not change.

8. Consultation summary and recommendation

The consultation on the proposal has been comprehensive and the higher than usual response rates demonstrate meaningful engagement with stakeholders

The outcome of consultation is that there is no significant objection to the proposal among any stakeholder group.

There is a minority of objection among parents/carers but that is matched by a same proportion in favour of the proposal. It is unusual and therefore encouraging for the Governors, that nearly 20% of parents/carers surveyed did support the proposal.

Some members of teacher and support staff object to the proposal and, if they are willing to identify themselves, Governors should consider how they might reassure staff.

The Governing Body of Woodford Green is advised that the consultation has not demonstrated any significant objection that should cause them to reconsider the proposal for the school to become an academy and join the Arbor Academy Trust.

APPENDIX A: Q&A from the parent consultation meetings July 11-12th

APPENDIX B: Q&A from the staff consultation meeting July 12th

APPENDIX C: Q&A from Staff Room Envelope Sept 18th

APPENDIX D: Survey data table

APPENDIX A: SUMMARY OF PARENT CONSULTATION Q&A

Introduction

Consultation meetings on the proposal to join the Arbor Academy Trust were held for parents and carers of children attending Woodford Green Primary School. The meetings took place on Wednesday, July 11th and Thursday, July 12th.

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

Q1. Is there any extra money? Will the budget grow?

Academies are funded on the same basis as Local Authority maintained schools: there is no additional funding apart from the conversion grant of £25k to cover the conversion costs. So, Woodford Green Primary School will be funded on the London Borough of Waltham Forest formula for primary schools as now.

However, the school will be able to make its budget go further by accessing the resources and services of the Arbor Academy Trust, which will be more cost-efficient through the economies of scale they can secure.

Q2. Will the training for autism also cover other special needs? How will SEN improve?

Woodford Green's SENCO has already been supported by the Arbor Academy Trust SENCO this school year, as have other staff. If the school joins the Trust then the SENCO will be further supported. Teachers, Teaching Assistants and other staff will also benefit from the wider SEND training the Trust provides for its staff. This will enhance the school's provision to meet the needs of all its pupils.

Q3. Is the autism unit (at Davies Lane) separate to the school or are the children integrated in the classroom?

There is a separate unit, which is necessary to secure additional funding but the children are integrated into mainstream carefully to meet their particular needs.

Q4. Are there any potential pitfalls? What would happen to the school if this didn't go ahead?

There are two different pitfalls or areas of risk.

The first area of risk is continuing as a stand-alone, small primary school within a Local Authority with diminishing support for its schools when faced with four inter-linked challenges:

1. Pupil funding is not keeping up with cost increases, which mean each year we have to find more savings.
2. Staff retention and recruitment is becoming harder and harder, especially for teaching staff.
3. Support from Local Authorities is reducing as their budgets are cut and they focus on the neediest schools, and
4. Greater external scrutiny of school performance and pupil outcomes putting more pressure on the Headteachers, teachers and teaching staff

The second area of risk is in joining the wrong multi academy trust. Once a school becomes an academy and joins a trust it cannot revert to being a Local Authority maintained school and it is a complex process to leave one Trust to join another.

The governors are aware that there have been examples of ineffective and failed multi academy trusts. So, the Governing Body has carried out a thorough due diligence of the risks of joining the

Arbor Academy Trust. This has highlighted the strength of the Trust, particularly in impacting on pupil outcomes and school performance.

The Governing Body has had to weigh up these two areas of risk, putting to one side any views they may have on the Government's policy for schools to become academies. They have focused on what is going to be best for the children and staff of Woodford Green Primary School.

The Governing Body do not believe that continuing as a stand-alone, small primary school within a Local Authority with diminishing support for its schools, is viable given the range of challenges the school is facing.

Therefore, the Governing Body believes joining the Arbor Academy Trust and converting to academy status is in the best interests of the school's pupils and staff.

Q5. How soon after the meeting in October will WGPS join Arbor Academy Trust?

If the Governing Body decides to proceed with the proposal for Woodford Green to join the Arbor Academy Trust and convert to academy status, then the target date for conversion would be January 1st 2019. However, this is subject to completion of a range of legal and regulatory tasks.

Q6. Why is the consultation document biased/one-sided? Why will there be no binding referendum/ballot?

The Governing Body has the responsibility and authority to determine what is in the best interests of the school. The Governors of Woodford Green Primary School want the very best for all the school's pupils, staff and the wider community of parents, carers and families. So, they have been considering carefully the future strategy for the school given the challenges the school faces in the context of government policy for schools and a changing educational landscape.

The proposal for Woodford Green to join the Arbor Academy Trust and convert to academy status to convert is a strong recommendation of the Governing Body and comes after two years of consideration and investigation.

Therefore, the purpose of consultation is to establish the views of the school's stakeholders including parents and carers on this proposal.

The consultation proposal sets out the reasons for and benefits of the proposal for Woodford Green to join the Arbor Academy Trust and convert to academy status. It also includes the risks of continuing as now and the risks of joining a multi academy trust.

The consultation includes a survey of all parents and carers and the Governing Body will consider the outcome of that survey alongside the survey of staff. If a majority of the universe of parents/carers (based on the number of pupils on roll) and/or a majority of the universe of teachers and staff objected to the proposal then this would be considered a significant objection that the Governing Body would want to consider in making a final decision.

The project manager will write a consultation report which the Governing Body will consider in making their final decision in October 2018. Once the decision is made the consultation report will be published by the Governing Body on the schools website and submitted to the DfE.

Finally, the Academies Act 2010 sets out the requirements for the Governing Body to consult on the question of academy but does not stipulate how it should be done. A referendum or binding ballot is not required nor is it the practice of the vast majority of schools.

Q7. What weren't parent governors elected on an academy mandate?

The most recent parent governors were appointed without election because the number of parents that put themselves forward equalled the number of vacancies. The last elections of parent governors preceded the academy agenda.

It is worth noting that the Governing Body has only recently come to the collective view on the proposal for Woodford Green to join the Arbor Academy Trust and convert to academy status. It was only agreed by the Governing Body on July 9th 2018 so there was no academy mandate that prospective parent governors would have had to support or reject.

Q8. How long will the non -negotiables be in place?

The non-negotiables put on the table by the Governing Body have been agreed by the Arbor Academy Trust, not least because they are in place for the founding schools. So, any changes to non-negotiables would impact on all member schools and their Local Governing Bodies. The Trustees have no plans to change the way the Arbor Academy Trust is governed, led and managed but it is unrealistic to believe there will never be change given the fast-changing educational landscape. The Trustees have a responsibility to act in the best interests for all pupils.

Q9. How will being part of an academy impact on the children?

At Woodford Green, our pupils will continue to be taught by the same teachers in the same classrooms, wearing the same uniform. Over time children may notice changes in the way they learn and be able to access a wider range of opportunities, as we benefit from trust-wide initiatives to enhance teaching, learning and the curriculum.

The specific benefits for children of the school being part of the Trust include;

- Being taught by teachers using excellent practice developed with other teachers,
- Those pupils with additional needs receiving enhanced SEND provision,
- Learning through a broader and deeper curriculum,
- Wider range of learning and enrichment activities for pupils, and
- Continuity of staff as the school is more able to retain and attract the most capable staff.

Q10. Where are the extra-curricular activities going to take place?

The vast majority of extra-curricular activities will take place on at Woodford Green. As a small school with a small pool of staff and tight budgets there is a limit to the range of activities that can be offered. Being part of a larger Trust means access to greater resources to support extra-curricular activities.

Some activities such as sports competitions and music, drama and arts events will take place elsewhere but will be managed sensibly so as not to disrupt the school or inconvenience parents and carers unnecessarily.

Q11. Are children in your academy under pressure to perform and experiencing mental health issues?

Arbor Academy Trust does not apologise for expecting high academic standards which are so fundamental to progress of children at secondary school, in further education and in the world of work.

However, as its vision (below) makes clear the development of the whole child including their emotional health and well-being. There is a strong framework of support for all pupils including those experiencing pressure and stress. Pupils have participated in a wide range of activities including theatre productions, orchestras, choirs, arts event and sporting competitions.

"We are a family of learners dedicated to growing excellence for all children and staff. In our family of schools, this is a non-negotiable. We aim to develop a strong sense of self and build pupil's confidence, allowing them to be independent global citizens who develop life skills and achieve their full potential. We provide a safe and caring environment where children flourish and have the opportunity to build positive relationships, make reputable choices and be inspired to become life-long learners."

So, pupils at Davis Lane and Selwyn are not under any inappropriate pressure to perform.

Q12. Will the level of support remain the same? Is the level of education going to stay the same?

The level of support the school will receive from Arbor Academy Trust will certainly continue and in some areas actually increase. The impact of their support over the last school year has been very clear with the Ofsted judgement of Good and the increase in 2018 Key Stage 2 outcomes for pupils. The Headteacher and CEO believe that further improvement is both achievable and the right of all children and staff.

Q13. What will happen to the land?

The London Borough of Waltham Forest will continue to own the freehold of the land. The Trust will enter into a 125 year lease with the Local Authority giving it the right to occupy and use the land and buildings. The lease has protections for the continuing use of the land and buildings for education and the Trust cannot sell off the land or change its use without the consent of London Borough of Waltham Forest.

Q14. What is a MAT?

The Trust will be 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 with the exception of the CEO. Their salary is published in the annual accounts.

It will have 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.

Q15. What have you not looked at working with Redbridge schools?

Woodford Green is a London Borough of Waltham Forest maintained school and it is the Local Authority that is ultimately responsible for the school. It is the Local Authority that directed the school to collaborate with other schools and organised the support from Davis Lane (part of the Arbor Academy Trust), a school judged *Outstanding* by Ofsted and one of four teaching schools in the borough. Some of the support provided by Davis Lane to Woodford Green and other schools has been funded by the Local Authority.

It is worth noting that the London Borough of Redbridge has no statutory responsibility for Woodford Green.

The school has approached Redbridge schools to work collaboratively but the response has not been positive not least because Redbridge schools have their own partnership arrangements.

Q16. Can the parents have an independent advisor like the Governing Body?

The Governing Body have commissioned the support of a project manager to ensure that they follow the correct process for the possible academy conversion including consultation. The project manager also supported the due diligence carried out by the Governing Body.

The school will not be appointing an independent advisor to provide guidance to parents throughout the consultation. There are organisations that will support parents in this process but they will not be appointed by the school.

APPENDIX B: SUMMARY OF STAFF CONSULTATION Q&A

Introduction

A consultation meeting on the proposal for Woodford Green Primary School to join the Arbor Academy Trust was held for staff. The meeting took place on Wednesday, July 11th.

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

Q1. Where does the additional money come from?

Academies are funded on the same basis as Local Authority maintained schools: there is no additional funding apart from the conversion grant of £25k to cover the conversion costs. So, Woodford Green Primary School will be funded on the London Borough of Waltham Forest formula for primary schools as now.

However, the school will be able to make its budget go further by accessing the resources and services of the Arbor Academy Trust, which will be more cost-efficient through the economies of scale they can secure.

Q2. Where do the extra resources come from?

The Arbor Academy Trust is able to organise and commission specialist resources such as speech therapy, educational psychology because of the funding for its 1,600+ pupils. It also has been able to increase Trust leadership capacity through the funded out-reach and school-to-school support it offers. Also, because it has any many as seven teachers across a year group the Trust is able to coordinate planning and resources enabling teachers to spend less time planning and more time preparing engaging lessons.

Q3. Can you tell us about the curriculum across Arbor Academy Trust?

A working group of CEO, leadership and teachers has been developing a new curriculum framework to provide clarity as well as simplifying and reducing the task of planning for all teachers. Teachers still have the flexibility to adapt the curriculum for their class and how it is taught. It is recognised that WGPS does need enhance its curriculum to sustain and improve standards and teachers will be supported by Trust colleagues to implement a new curriculum.

Q4. How do you balance the stated aim of everyone at M4 + becoming leaders in a small school?

Forming the multi academy trust has already created new middle and senior leadership roles for staff at Davis Lane and Selwyn. These roles are to support partnership working across the schools as well as the outreach and school-to-school support the Trust provides. Staff at WGPS would have access to similar opportunities.

Q5. How can I ensure that my pension contributions will continue to be collected and paid as now?

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

The LGPS runs support staff pensions on behalf of the London Borough of Waltham Forest. while the TPS administers pensions for teachers. As your employer, the Trust would be responsible for collecting and paying employer and employee contributions to the TPS or LGPS and for all other administrative responsibilities set out in the TPS/LGPS policies.

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

Q6. How long will our terms and conditions be protected after TUPE and how long before they can be changed?

When staff are subject to a transfer of employment they are legally protected to transfer under the same employment terms and conditions. Like any employer, the Arbor Academy Trust 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 terms and conditions may never be changed to their detriment if the main reason for the change is the TUPE transfer itself.

It is worth noting that terms and conditions have changed every year with the annual agreement on School Teachers Pay & Conditions Document (STPCD) and Local Government pay, terms and conditions. As now any employer can change terms and conditions after consultation with staff and unions.

The Arbor Academy Trust cannot automatically adopt future national collective agreements on pay and conditions because it would not be represented at those national negotiations.

Trustees have, however, committed that it will seek to adopt, as a minimum, the national and local agreements for annual pay awards agreed between unions and employers for teachers and support staff respectively.

Furthermore, the Trust will consult with staff, unions and professional associations on future pay awards and changes to other terms and conditions of employment.

Q7. Can we expect any restructuring to take place? Are there going to be any redundancies? Who would carry out that restructure?

There are no plans for a re-structure or redundancies. As now, it would be the responsibility of the Headteacher and Governors to determine how the budget is to be deployed including the staffing structure.

APPENDIX C: SUMMARY OF FURTHER STAFF Q&A, PUBLISHED SEPTEMBER 18TH

Has the MAT ever restructured any of the staffing in its schools or nurseries with resultant job losses?

No.

Does the MAT expect schools to employ specialist teachers for certain areas of the curriculum such as music, drama and languages?

As WGPS will have delegated authority to decide its curriculum and associated resourcing, this will depend on; what the need is for specialist teaching, the expertise there is within the school and the budget affordability. However, being part of the Trust will make it more viable to have specialist teachers because the Trust already employs or commissions specialist teachers.

It was mentioned that writing policies would be easier due to idea sharing. Policies and procedures are available through The Key and could be used to facilitate this job. Has this been considered?

Although example policies are available via many sources such as The Key it still requires leadership capacity to review, amend and write a policy specific to WGPS.

The Trust has a policy matrix that identifies Trust-wide and school specific policies. Sharing the work of developing and adopting Trust-wide policies across the member schools will reduce leadership workload and provide quality assurance. School specific policies can be developed from Trust templates, again reducing leadership workload.

It was mentioned that the MAT produces a curriculum plan for all its schools. Are lesson plans provided for all subjects and parts of the curriculum. If not, which areas are excluded?

Lesson plans are provided for the core subjects, which teachers are able to adapt to meet their pupils needs as they see fit. For other subjects, teachers will be able to liaise with their colleagues in other schools to share plans and resources, again reducing teacher workload.

Given there is no extra finance and WGPS is poorly provisioned, how are teachers expected to provide resources?

Being part of a MAT will increase the depth and breadth of resources available to staff. Resources will be shared, created and purchased as now.

It has been rumoured that senior leader level and management staff have been promised financial incentives in terms of increases to salary. Is this true?

No.

Will staff be required to attend such events as school fetes and fundraisers or will this always be a voluntary option?

It will continue to be voluntary.

Currently WGPS teachers are expected to produce one school report per academic year. Will this change?

There are no plans to change this.

Are there no longer cluster meetings for curriculum enhancement, CPD and idea sharing?

Davies Lane, a Trust member school and Teaching school, is commissioned by the LA to organise network meetings and will continue to do so while the LA is committed.

There are many schools in the area who are not academies. Is it possible to set up cluster meetings with these schools?

The cluster meetings do not differentiate between LA maintained schools and academies.

It has been suggested that all teaching staff are required to run an after school club in other schools in the MAT. Will this be an expectation at WGPS?

No.

According to a recent government review many MATs require staff to work 40-hour weeks or to agree to an additional working week. Does the MAT intend to do so?

No. Teachers are on STPCD terms and conditions (T&Cs) and support staff are on Local Government T&Cs as set out in the Green Book and local agreements, which stipulate the working hours and weeks.

Some staff at Davies Lane indicated that working until 7pm was not unusual in that setting. Will this be the case at WGPS?

No. Teachers need plan lessons and review workbooks as now and if they choose to remain at school to do so, that is fine. It is worth noting that Davies Lane closes at 6pm.

Does the MAT do secondment to other educational bodies?

Not normally although the social worker does work in other settings.

What staff turnover has Davies Lane and Selwyn see since conversion to MAT status?

Turnover has reduced since conversion to academy status.

We are told that savings will be the only method of increased finance. How will the projected savings be eroded by the increased salary offered to those teachers on M1-M3?

The Trust's view is that those increments are important to improve recruitment and retention of young staff at a time of teacher shortages. The incremental costs are less than the historic recruitment costs and therefore, pay for themselves.

Will there be after school meetings once a week or will staff be required to meet after school more frequently? Will they be held at WGPS?

This will depend on the level of responsibility. The majority of teaching staff will not be required to attend more than one staff meeting after school. However, some teachers may choose to meet with colleagues to discuss and plan lessons. School leaders would usually attend more after school meetings as part of their role. Staff meetings will be held at WGPS. The cost of any travel to other MAT sites will be claimable as now.

Can you confirm which members are coming to the end of their term of office and whether they intend to do another term?

The terms of office are shown on the list of governors on the school's website. All governors will be invited to serve on the new Local Governing Body and either their term of office will restart or continue. This will be managed is to ensure not all terms of office end at the same time in the future. It will be a decision for each governor to decide whether they wish to continue.

What training opportunities are provided and how are potential candidates for accelerated professional progress identified and how is the career development executed?

The MAT includes a teaching school and training opportunities range from NQT to SLE, LLE, NLE and NPQH. Career development will be encouraged but the route and timing will obviously be a personal decision for each member of staff. Assessment of candidates will be managed as now.

How will the additional after-school clubs be run? Will they be on-site?

The clubs will be run on site at WGPS. The school will be able to access a wider group of instructors and leaders through the MAT. The choice and range of clubs at WGPS will depend on the local demand and the financial viability e.g. parental contributions may be necessary.

Could WGPS not use stronger negotiation or source alternative suppliers to secure cost reductions without joining a MAT?

No. As a small one form entry school WGPS has very limited buying power and limited capacity to commission and negotiate contracts. The school has been reviewing all costs and services continuously over the last 3 years to manage the budget. In simple terms there are no other efficiencies to be secured without impacting on the quality of provision for pupils/

APPENDIX D: Consultation Survey Data
CONSULTATION SURVEY DATA

WGPS Survey Data Table v1.0.xlsx

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
Woodford Green Primary School	PARENT	217	39	3	40	1	83	38%	18%	1%	18%	0%	47%	4%	48%	1%	100%
	TEACHER	12	5	2	3	1	11	92%	42%	17%	25%	8%	45%	18%	27%	9%	100%
	SUPPORT STAFF	15	2	0	2	3	7	47%	13%	0%	13%	20%	29%	0%	29%	43%	100%

