

# Converting to an Academy Becoming part of a MAT

Acklam Grange School – Tuesday 14 November 2017

Linthorpe Community Primary School – Wednesday 15 November 2017

Stakeholder/Parent Information Evening

Consultation: Friday 20 October - Friday 24 November 2017

# Converting to an academy – the options

- Single Academy
- Shell MAT
- MAT
- Remain as a maintained school

## **Direction of travel:**

MAT

All schools in a MAT

Regional Schools Commission – ‘all through’ is very favourable

# What can a MAT look like?

## Common features

- One legal entity = one employer/land holder
- One board of members
- One board of trustees
- Local councils
- Central Team/centralised and non centralised functions
- Heads of Academies
- CEO/Accounting Officer
- Chief Finance Officer

# Pros and Cons of becoming an academy within a MAT

Pros/Advantages	Cons/Disadvantages
Shared accountability can lead to better progress and attainment for young people.	Is there are real need to change? Government 'push' for full academisation by 2020 no longer current.
School leaders and teachers share thinking and planning to spread expertise and tackle challenges together.	Already successful as maintained schools.

# Pros and Cons of becoming an academy within a MAT

Pros/Advantages	Cons/Disadvantages
Governors and trustees work strategically, especially during challenging times.	Impact on students, staff and local community?
School leaders and other staff, possibly even teachers, can be shared across schools, so finding different solutions to recruitment challenges, to retain staff by providing new opportunities, and career development within the MAT and to plan succession more effectively.	Change in status – legal, financial – disruptive and time consuming – a distraction?

# Pros and Cons of becoming an academy within a MAT

Pros/Advantages	Cons/Disadvantages
Producing a “pipeline of future leaders” by enabling a greater array of leadership positions.	Taking on the liabilities of other schools, such as debt and pension costs. Although combined resources of schools in a MAT can lead to extra buying power, there is an extra layer of reporting required.
MATs can find it easier to find and fund specialist expertise (both specialist teachers and specialists in areas such as data analysis, finance, health and safety), and provide richer curricular and extra-curricular activities.	The trust level board of directors has ultimate control over the trust, including its strategic direction.

# Pros and Cons of becoming an academy within a MAT

Pros/Advantages	Cons/Disadvantages
<p>Shared professional development more easily be arranged. Easier for teachers to support each other across the group of schools by sharing and learning from good practice, taking on increased responsibility for specialist subjects and acting as a coach and “critical friend”.</p>	<p>New governance model – change in governance, schemes of delegation, roles and responsibilities, members, trustees The increasing complexity of MAT governance, as well as greater accountability, means that there is a need for highly skilled trustees, and recruitment of these may be a challenge.</p>
<p>The economies of scale through collective purchasing made possible can help schools with shrinking budgets, particularly pertinent with onset of National Funding Formula. Greater flexibility to use de-delegated funds.</p>	<p>Failures of one school affect the whole MAT.</p>

# Pros and Cons of becoming an academy within a MAT

Pros/Advantages	Cons/Disadvantages
<p>LA no longer in position to support maintained schools.</p> <p>Some LA decisions on funding impact negatively on schools eg approach to apprenticeship levy – less in a MAT than an school within the LA.</p>	<p>Perception that schools in MAT do not want to work with other schools, accept students from schools outside MAT.</p>
<p>MATs can access funding streams not open to maintained schools and can also sponsor other schools or set up free schools.</p>	

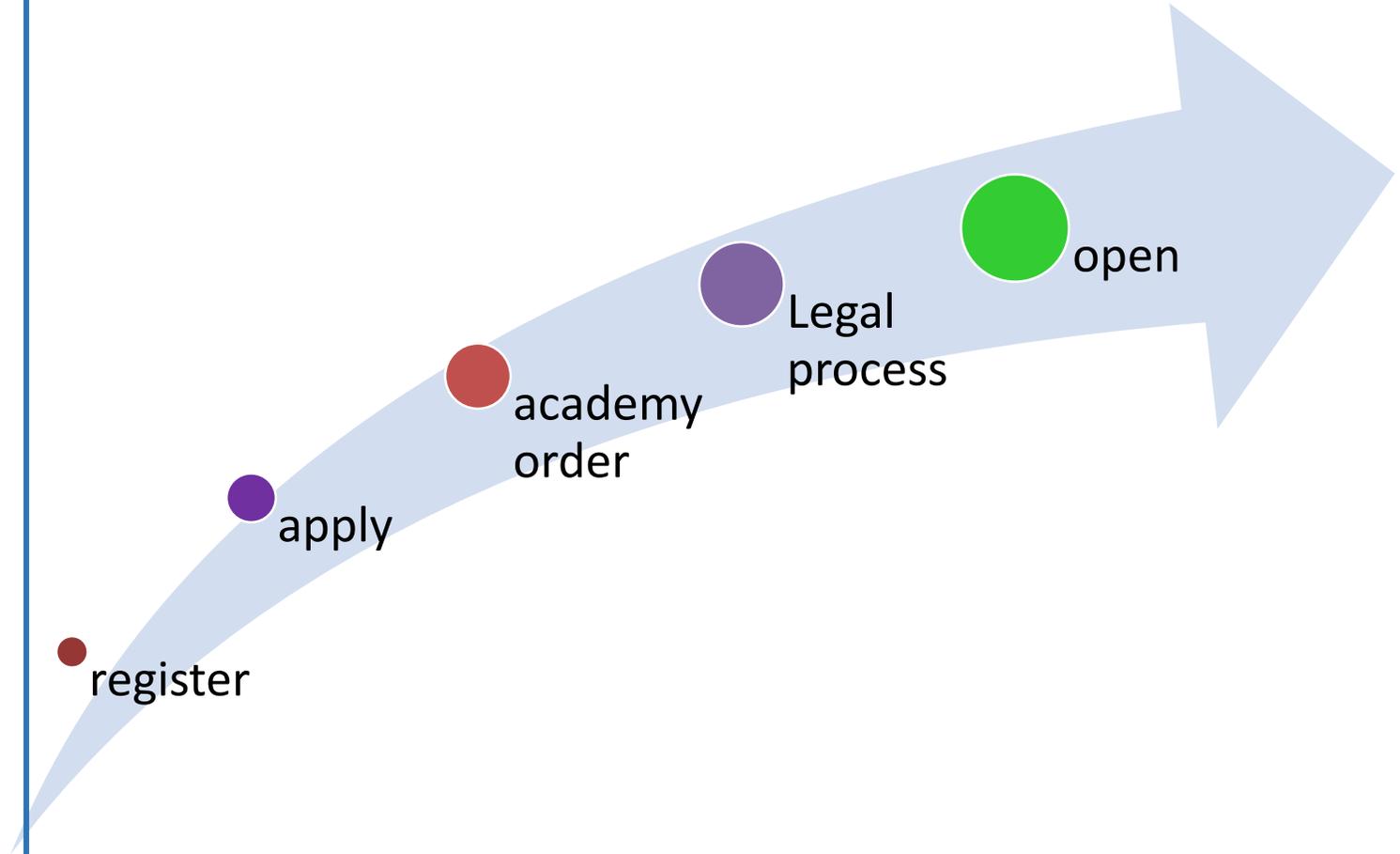
# Who does what?

Name	Function
Members	Holding trustees to account/statutory and other duties
Trustees	Ultimate responsibility for the whole MT
Committees	Delegated authority for tasks and functions from trustees (MAT)
Local Councils	Delegated authority for tasks and functions from the Trustees (Academy)
CEO/Executive/CFO/Deputy CEO	Executive functions
Executive Headteacher/s	Executive functions for phase cluster of schools
Headteachers	Day-to day functions
Company Secretary	Compliance

# Process Overview – becoming an academy/forming a MAT

## Possible Timeline for us:

June/July	informal consultation preparing the application
Oct/Nov	stakeholder consultation
Dec	governors review responses governors decide
Dec-Mar	preparing to convert
Mar 1	open as an academy as part of a MAT



# Application Process – maintained school into academy in a MAT

- If forming a new MAT, each school has to apply to be an academy, if not so already
- Register interest with DfE ✓
- GB resolution to convert to an academy and MAT ✓
- Formal application ✓
- Duty to consult ✓
- Governing bodies consider responses to consultation
- Once get Academy Order – convert school into an academy in the MAT

# Application Process – stakeholder consultation

- FAQs on website:
  - What is an academy and a MAT?
  - Process
  - Admissions
  - Sections for/about
    - Parents and students
    - Governance and leadership
    - Funding
    - Partnership
    - Staff

**ANY QUESTIONS?**