

Invitation to join White Hills Park Multi Academy Trust

Round Hill School Parent Engagement
Event

Agenda

Session	Speaker	Time
Introductions	Adrian Nash, RH Headteacher	18:00-18:05
Setting the context	Duncan Hanslow, RH Governor	18:05-18:15
The White Hills Park Proposal	Paul Heery, Executive Head, WHP Trust	18:15-18:35
Questions being considered by Round Hill Governors	Duncan Hanslow, RH Governor Jane Marshall, RH Governor Hilary Craik, RH Governor	18:35-19:00
Group Exercise	Olwen Kershaw, RH Governor	19:00-19:40
Questions	Charlie Walker, RH Governor	19:40-19:55
Feedback and Next Steps	Joy Miller, Chair of RH Governors	19:55-20:00

Duncan Hanslow

SETTING THE CONTEXT

Events so far

- Round Hill Governors have been considering the long term vision, sustainability and governance for some time
- Initial invitation to join the reforming White Hills Park (WHP) Multi Academy Trust (MAT) discussed at Governors meeting 27th June 2018
- Agreement to explore further with WHP
- Working Groups on: Curriculum and enrichment; finance and admin; teaching and learning; governance
- Presentation to Governors on the 12th February 2019
- Agreed by majority vote to register an interest to the DFE in joining the WHP MAT and to commence a dialogue with parents

Why now?

- White Hills Park (WHP) Multi Academy Trust (MAT) has been restructuring its governance arrangements for its constituent schools to have greater autonomy
- WHP includes Alderman White, the local secondary school that most children leaving Round Hill attend, and the schools have always worked well together
- The invite to Round Hill came out of this
- Governors concluded that the offer deserves investigation and discussion with parents
- Tonight is part of that process

What are we committed to?

- As Governors we are committed to exploring this offer with parents, getting views from as many parents as we are able and asking further questions
- We have **NOT** agreed to join White Hills Park
- There are two further formal decision steps before this would be the case
- We can withdraw at any point until the third and final decision

What would this change mean for the School?

- Round Hill is currently a Maintained Community School owned and funded by Nottinghamshire County Council
- A MAT is a type of charitable trust
- Joining the WHP MAT would change how the school is governed, owned, funded and the rules under which it works
- MATs have different freedoms and accountabilities in how they operate
- There are Sponsored Academies and Converter Academies – WHP is a Converter Academy and is not sponsored
- The key differences as we currently understand them are as follows

Key Differences

Area	Academies	Maintained Schools
Curriculum		
Content	Exempt from following the National Curriculum, but must teach certain subjects including maths, English and science. Must be 'broad and balanced' in curriculum.	Must follow the National Curriculum. Can focus on specific subjects as long as National Curriculum requirements are still met.
Assessments	Required to assess students at all key stages in accordance with their funding agreement	Students must be assessed at all key stages.
Teaching Hours	Free to change day and term lengths	Maintained community schools must go through a consultation process to change the school day.

Key Differences

Area	Academies	Maintained Schools
Curriculum (cont)		
Specialised programs	Must establish a clear SEND policy following the code of practice for SEND and vulnerable children	Must follow the code of practice. LA oversees provision.
Finance		
Source of Revenue	Public – Funding provided directly by formula calculated by the Dept for Education. Sponsored academies often have additional funding from an academy sponsor. Converter academies do not.	Public – Funding provided by the LA.
Funding allocation	Schools have full flexibility to allocate funds as deemed fit, including services normally provided by the LA. In MAT there would also be contributions to central services potentially at a lower rate than the LA	Schools free to allocate all funds received by LA keeps some back for central services

Key Differences

Area	Academies	Maintained Schools
Personnel Management		
Adding non teaching positions	Free to recruit as required	Depends on school type as to whether this is possible
Teacher qualifications	Can recruit teachers without Qualified Teacher Status	Teachers have to have Qualified Teacher Status
Performance incentives in pay	Free to set own pay and conditions	Must follow national pay and conditions
Staff performance management	Free to evaluate and manage individual performance as required within own processes	Managed by School and LA with LA agreed processes

Key Differences

Area	Academies	Maintained Schools
Governance		
Ownership of physical asset	Academy is a charitable trust and would own the physical assets; Land, Buildings etc. Includes authority to buy sell assets.	Local Authority
Decision-making and fiscal responsibility	Governing body and Board of Trustees under a scheme of delegation determined by the academy	Governing body and LA
Accountability	Monitored by Regional Schools Commissioners. Also reviewed by Ofsted. RSC for complaints escalation beyond MAT.	Monitored and analysed by LA and Ofsted. Also some DfE requirements. LA for complaints escalation beyond School.

What is the same?

- Outcome Indicators and requirements – Both are monitored by Ofsted and have national floor targets
- At Primary level no selection by aptitude permitted
- Class sizes – limited to 30 by statute
- Private Sector involvement – both are able to subcontract elements of the running and management of the school to other private sector organisations
- Public Transparency – All school results have to be made publically available in both

Paul Heery

THE WHITE HILLS PARK PROPOSAL

Who are the White Hills Park Trust?



Alderman White School

A member of The White Hills Park Trust



Bramcote College

A member of The White Hills Park Trust



bramcote college
sixth form

A member of The White Hills Park Trust



The White Hills Park Trust
A Culture of Excellence

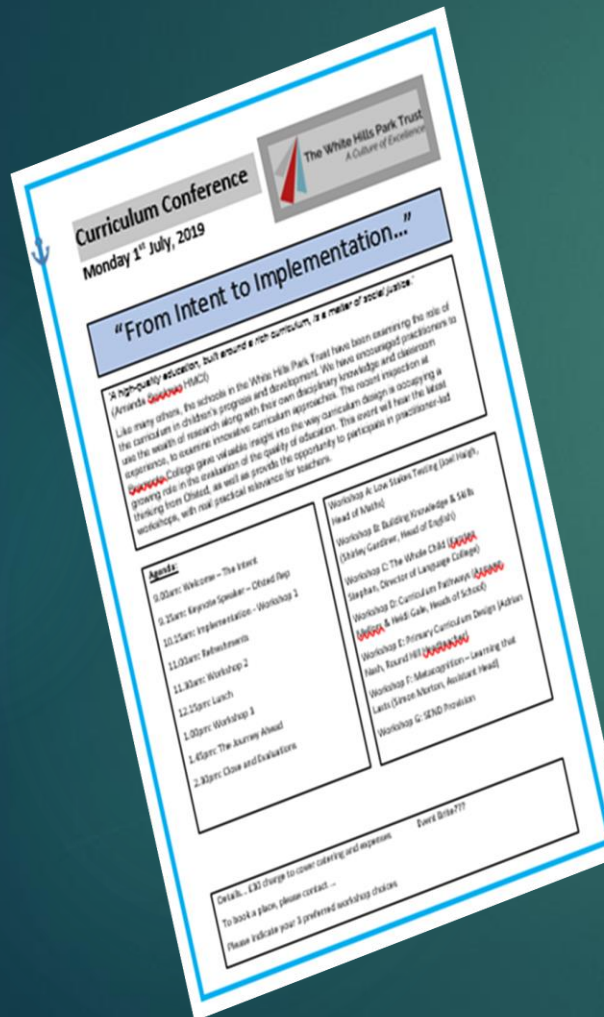
A Vision for our Trust

A group of schools united in our mission to provide the very best opportunities for young people, with shared values, shared commitment to our locality and shared commitment to excellent outcomes

Support for school leaders
and teachers so they can
focus what is most important –
children



Working in partnership for school development



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Partners

We deliver our CPD in partnership with 5 Multi Academy Trusts which, between them, include Primary, Secondary and Alternative Provision settings. If you would like to get further information about any of the Trusts just click on the logo below.

Discussions & Debates

A learning community hosted by the White Hills Park Trust

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All articles are the original work of education practitioners, based on their own experience, research and observation of practice.

[Highlighted reader](#) [Catchup Funding](#) [Theory](#)

Improving Reading Ages of Catch-Up Students

Published in March 2019. Published in 100 words and 1000 characters.

Identified as part of an NFER report, this article looks at how the school library, the expertise of support staff, and Accelerated Reader were successfully rapidly closing the reading comprehension gap with 'Year 7' catch-up students.

[Read more...](#)

[Highlighted reader](#) [Inspirational](#) [Reason study](#)

Wait for it... A Lesson Study into Whole Class Questioning

Published in February 2019. Published in 100 words and 1000 characters.

Questioning is one of the fundamental skills a teacher possesses. Whole class questioning is a useful tool to assess learning and to challenge misconceptions. A Lesson Study model was used to plan - deliver - observe - reflect on strategies to make whole class questioning effective. An exit ticket was used to allow the pupils to feedback on the thinking time before answering questions and their confidence in answering questions.

[Read more...](#)

[Highlighted reader](#) [Social media](#) [Mathematics](#)

Tag Cloud

- Highlighted reader
- Accountability
- Catchup Funding
- Curriculum
- Leadership
- Lesson study
- Library
- Mathematics
- Ofsted
- Quality standards
- SEND
- Social media
- Structure
- Values

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Geoff Liptrot's

AROUND THE WORLD in 80 Minutes

Thurs 21st, Fri 22nd,
Saturday 23rd March,
7pm, School Hall

Tickets now on sale!
£5 each - see Mr Stephan or reception for a letter



We value your opinions



www.whptrust.org

Duncan Hanslow

QUESTIONS BEING CONSIDERED BY ROUND HILL SCHOOL GOVERNORS

This is important

- Not a straightforward decision
- Different Governors have different views
- Governors are refining their view as more information is gathered and with the engagement process
- This is a very significant decision for Round Hill that could change the direction and development of the school for a long time to come
- We want to make the decision responsibly and with due consideration of all the issues

The Key Questions

- If we make this change it is irreversible as there is currently no route back to maintained status.
- We cannot be forced to become an academy it is our choice
- So we need to be clear it is in the **best interests of the school, community and present and future pupils**
- A MAT would have authority and control over how the school runs and it is essential that this is used wisely
- A number of questions Governors are considering against the four theme areas

Duncan Hanslow

FINANCE AND ADMIN

Key questions 1 – Finances

- Round Hill remains in surplus as a school and this has been helped in recent years because it has been expanding and therefore attracting more income
- Future financial projections for the school are challenging
- There is projected, subject to checking, to be a financial benefit from joining the MAT from items such as sharing overheads and procurement but there is no additional direct funding
- Governors do not see this to be so significant as to be an overwhelming factor but it would help the school balance its budget.
- What do you think?

Key questions 2 – Personnel

- Academies have the freedom to set their own terms and conditions of employment for staff
- The WHP proposal is to follow national T&Cs for staff and that is their history
- With a change in the MAT Board and approach in the future this could change even if there is no intent to do that now
- What are your thoughts on this?

Jane Marshall

GOVERNANCE

Key questions 3 – Loss of control and future risk

- As Governors we think that Round Hill is a good school. Why would we want to change how we are run?
- By joining at MAT the Governing Body cedes control to the MAT.
- This means that the MAT can change the governance arrangements for the school and the rules that it works under i.e. role for a local governing body, control of finances locally etc. The LA can also do this but would have to do it for all maintained schools which would be a far bigger exercise
- Even if we like the model proposed today what assurance do we have that this could not be changed in the future without the involvement of the school, community and parents?
- Can any of this be 'hard wired' into the establishment of the MAT?

Key questions 4 – Expansion

- Currently the proposed WHP MAT is small
- Nationally however there are a number of MATs with 30+ schools
- The WHP proposal is for a more local MAT which helps with sharing the proposed benefits but are there plans to expand?
- There is no specific ideal number of schools in a MAT but there has been research (www.slideplayer.com/slide/4621069) that suggests a sustainable critical mass to support the infrastructure of a MAT starts to be reached at 8-11 schools.
- If this is the case WHP is likely to be larger in some way in the future. Can this be managed successfully?
- Does the larger the MAT reduce the local accountability?
- What do you think?

Key questions 5 – Local Governance

- The proposed scheme of delegation proposes to place quite a lot of control locally with a local Round Hill governing body
- There is also a role of the Chair of the local Round Hill Governing Body to sit as a member of the Board of Trustees of WHP
- This is a proposal to keep much of the governance of Round Hill local
- A change in the Trust or an expansion in the number of the schools could change either of these things?
- What do you think and how important is this to you?

Key questions 6 – Accountability

- Accountability is expressed differently through MATs
- The larger the MAT the more remote this could potentially be
- How is the MAT planning to be accountable to parents and the local community?

Hilary Craik

CURRICULUM AND ENRICHMENT

Key questions 7 – Values

- One of the key areas to consider in joining a MAT is are the values of the schools aligned?
- There is a long an established relationship between Alderman White (in the WHP MAT) and Round Hill. Most Round Hill pupils go to Alderman White on leaving the school
- As Governors we see some alignment of values? What do you think?

Hilary Craik

TEACHING AND LEARNING

Key questions 8 – Improvement

- The year 6 SAT results last year at Round Hill were not as good as we would all like
 - Governors have had a strong focus on this working with the senior leaders at Round Hill
 - The school leadership team and all the teachers at Round Hill have worked hard this year to improve this and the signs for this year are promising
 - This raised a question in the Governing Body as to what support is there from the LA to support Ofsted rated 'Good' schools with improvement to support the work we do locally in school
 - The core offer of the Nottinghamshire County Education Improvement Service is focused on schools that are described as 'Requires Improvement' or 'Inadequate'
 - "Our team of expert educationalists provide a core offer to any maintained school judged to be less than good by Ofsted or at risk of not being judged good at their next inspection"
- <https://www.nottinghamshire.gov.uk/schoolsportal/services/school-support/education-improvement-service>
- Could working with WHP be an improvement?

Key questions 8 – Improvement (cont)

- Comparing performance of academies and maintained schools is difficult
- Converter academies are often higher performing schools pre conversion whereas sponsored academies are typically lower performing prior to conversion
- Becoming an academy does not improve school performance on its own.
- How helpful are comparisons of average academy performance vs average maintained school performance when we are considering a specific offer?
- We think that working with other 'Good' or 'Outstanding' schools can help with improvement
- The offer from WHP for supporting the School with improvement and CPD for teachers was a positive consideration for Governors. We are reviewing that against the County Council offer.
- What do you think?

Your involvement

- We want your input to these questions and others
- What do you think and what is important to you?
- We want to use this information to inform the decision that Governors need to make

Olwen Kershaw

GROUP EXERCISE

Group Exercise

- Tables facilitated by Governors
- Each table is allocated an area of consideration based on the areas Governors have explored
 - Governance
 - Curriculum and Enrichment
 - Teaching and Learning
 - Finance and Admin

Process

1. After 10 minutes please leave 1 sticker on the question you personally would most like answered
2. Rotate to the next differently themed table
3. The facilitator will talk through what the previous group have discussed
4. Add any further points
5. Leave your 1 sticker on the question you would most like answered
6. Repeat until you have visited each themed table once
7. We will aim to answer the most popular question for each of the themes in an open forum at the end

Charlie Walker

QUESTIONS

Joy Miller

FEEDBACK AND NEXT STEPS

Next Steps

1. Gather further Questions
 - Questionnaire <https://www.surveymonkey.co.uk/r/H5CC3H2>
 - Communication via Office
2. Questionnaire closes on the 30th of April
3. Governors analyse feedback and seek answers to questions – at least 4 weeks
4. Publish Questions and Answers on school website
5. Opportunity for further comments from staff and parents
6. 2nd Vote on a resolution to convert – delayed July?
Autumn term?
7. Either process ends or next stage is determined

Thank you

[https://www.surveymonkey.co.uk/r/
H5CC3H2](https://www.surveymonkey.co.uk/r/H5CC3H2)