

This document contains the responses we have received from staff, parents and members of the community via, Parent event, Staff meetings. Any data that might lead to the identification of the responder has been removed as have any comments or opinions that could be deemed to bring the school into disrepute or criticise any staff member. The opinions stated within this document do not necessarily reflect the opinion of the School or Governing Body. The statements that are made are the understanding of the responder and may not be accurate. We have not edited out inaccurate statements.

Output from Parents' Meeting

Finance and Administration

- What's the top slice for WHPF? Do we get to keep it all?
- Would the finances of schools with healthy budgets be used to prop up funds of schools with deficits?
- Is a small school in a small MAT particularly exposed? L.A.'s can spread the risk more broadly
- How has the £50k savings potential been reached?
- Who is ultimately accountable for the budget and spending at Academies? Who monitors and reviews this person / people?
- Teacher Pension increases accounted for in projections?
- What if the Trust goes into deficit? Financial risk more generally
- If the MAT gets too big, does it get unmanageable?
- Has the governing board looked at bigger trusts?
- What would be the equivalent number of FTE admin staff that would be working on Round Hill issues amongst Trust staff?
- What is Round Hill's current budget?
- To what extent will the current excellent work that the RHA do continue to enhance and support Round Hill?
- Where are WHP accounts published?
- Executive Heads, financial officers, HR How many roles are being created to run the academy that takes finance away from the everyday teaching and learning?
- Are the accounts made available? If a commercial company they can be accessed
- What is the status of the ownership of the land?
- What are the opportunities to change academies down the line?
- Where does the 1% top slice come from? How much is this in reality?
- Where do savings go? To the Trust or the Academy?
- If land can't be sold (one-off), can it be re-purposed?
- Is the Trust profit making?
- Is there a financial risk to the MAT if it does not expand?
- Is Round Hill's surplus kept by Round Hill or taken into the Trust?
- How is the transition managed from a legal perspective, what help is given / on hand for regularity compliance?
- What assurances are there regarding budgets such as SENCO?
- Will becoming a MAT change your admissions process? Will it remain as it is with the L.A.?
- If the Head and Governors have decided on the academisation route, have they thoroughly explored all the opportunities with other MATs? Why is WHP the best choice?

- What is the VAT status of the Trust?
- £50k is not a given so why bother? Autonomy over budget and salaries?
- If other schools in the MAT run into deficit will we prop them up?
- What if the Trust had money issues or became bankrupt – what would happen?
- Would it make more sense to wait for other schools to join at the same time?
- How regularly will the Trust provide financial information to the local governors and what power do the local governors have to challenge?
- £50k is mentioned as a potential saving – will this be slumped off for the running of the MAT?
- Is this £50k per annum or a one off amount?
- Will Round Hill joining the MAT affect the L.A.'s ability to provide services? They don't seem to have had representation at the last meeting or this event
- Pension – increase?
- VAT – financial risk (is it applicable?). L.A. versus MAT
- What about green spaces? How do we protect them from being sold? Can they be protected for the future against development / raising money?
- How is the balance of running a school and a business entity balanced?
- As a parent who works for an organisation that has come out of NCC, after only 2 years, there has been a large scale staffing review. Even though there won't be changes in T&C's for staffing initially, what about 2 years down the line? Impact on teaching? Morale?
- Re £50k saving, as Round Hill will be the first (only) primary, have unforeseen problems been factored into so called savings?
- How might Round Hill surplus balance WHP financial risk?

Governance

- Is the current governance model compatible with an expansion to a 'financially stable' 8-11 schools?
- Can a school be taken to a new MAT and lose all previous guarantees / protection (from the old MAT)?
- Where do parents fit in in terms of having a say in their children's education / the school they go to?
- Will parents lose their influence on the school?
- Did the Governors speak to their counterparts from other schools who were approached?
- Do the L.A. have any say or impact on governance?
- I can see how Round Hill governors would have influence in a small MAT but what influence would they have when the MAT grows – the Academies Minister says 20 schools is ideal for long term viability
- Going around the 4 rooms I'm not hearing much, if any support, from parents about the offer from WHP. My question, if the majority of parents are against taking up the offer, will this be reflected in the governors voting?
- Governance risk to be considered: There are only a few members and they appoint Trustees so, theoretically at least, a small group of people could set about stacking the Trustees with an ultimate purpose of pushing through major changes such as stopping doing sex education, stopping talking about evolution etc
- Shutting down debate!
- Will parent governors have the same voice as currently?
- If a change of government brings a change in the policy of academies, can Round Hill become a local L.A. school again?
- What do Round Hill teachers think about this proposal? Do they like it or would they rather stay as a L.A. school?
- Is there a mechanism for teachers to feed in their views confidentially to the governors?

Teaching and Learning

- Will all schools in the MAT be expected to teach the same curriculum?
- Sharing medium and long term planning?
- To 'prove' the success of the MAT, will there be a strong emphasis on results that could harm the 'balance' of a full curriculum?
- Will the provision of TA's and support staff be affected?
- Given parents and teachers all seem currently happy with the school, isn't it a huge risk to change things? We choose to send our children here because we like the ethos; more important than the SATs results
- How will MAT system support children who are struggling? Suggestions in media are that such support is not as good at academies
- There's a lot of discussion about making a seamless transition from Round Hill to Alderman White. What does this mean for the minority of children who go elsewhere? How will they be supported to make the right choice of secondary for the individual?
- How will profit influence education and growth?
- Will the Round Hill curriculum or curriculum focus change?
- Who will decide if the sponsors are appropriate? Will the sponsor have a right to say on the content?
- Assessments – what does this mean? Required to assess students in accordance with their funding agreement? i.e. who decides at what stage students should be assessed?
- Do staff think it's a need to have CPD?
- Round Hill staff may not be needed? Ask staff?
- Affects the children in the school
- How sure would we be to follow the national curriculum?
- CPD – Primary and Secondary crossover? Not clear what the benefit would be? Primary and Secondary CPD so different
- How is training funded? No actual money?
- What will happen if we don't join at the end? Will they still want our kids?
- How will it disturb our children?
- Taking so much time and energy and money
- What do Round Hill Governors think?? Not just SLT!
- Unqualified teachers - affects qualified teachers
- Can you find any other examples of MATs working well that are small? Examples of good practice?
- When will we hear what teachers think? Opportunity was not just one staff meeting?
- 1% top slice. SENCO – this isn't provided in other academies. How can we ensure this continues?
- Can we be sure our children with SEN will have access to the L.A provided Advisors? Will they pay the costs?
- How do we know the CPD would suit our teachers given they are the only primary school?
- Are there other risks to Round Hill if we don't join MAT in terms of future?
- Additional needs L.A provides at the moment. Would we have to pay for this? How would this work?
- Either L.A or support from Trust. We currently can go anywhere, it's not L.A vs WHP
- Would teaching curriculum be the National Curriculum?
- Accountability from the MAT. How much impact with Round Hill on happiness of teachers. Increased observations?

- Staff morale at Round Hill. How do we keep that up? Best practice in collaboration?
- What do Round Hill teachers think? We don't hear opinions, why?
- Why did other schools turn it down?
- How disturbing to current pupils?
- Special Education needs – how would they protect them?
- How are Secondary school teachers going to teach / help Primary school teachers?
- Risk reputation and good feeling about the school. Why would we risk this?
- CPD – what does that mean? MsC, Masters? Benefit for which teachers?
- Requires improvement threat? What happens then to Round Hill? Re-brokage – big worry
- What are the benefits for Foundation and KS1? How will they benefit from the access to additional teachers / CPD?
- WHP – wasn't good before but still working at it. What is it doing to keep this? Why risk it?
- Increase in observations. Effects on staff? Accountability
- Do staff want the CPD? How important is it to them?
- How could improvement be maintained if development resources are spread thinner?
- Centralising funding is still the same, how are we going to find the extra funding for Masters courses etc?
- Not happy about unqualified teachers – why?!
- We need to know what the teachers think
- What challenge will the trust bring to Round Hill on school improvement issues if Round Hill the lead?
- How do you explain the huge numbers of Academies which are failing? Not only financially but failing their pupils? How can this be avoided? Monitored? Reviewed?
- I saw that provision may be provided for 3 year olds up to 18 and wondered what form the pre-school provision would take?
- Where will supply teachers be sourced from as a MAT to cover absenteeism?
- What do you say to the fact that Academies are usually used to drive up educational standards in disadvantaged areas – clearly our school is not in that category so why change something which works very well?
- Will the Trust be able to offer more support (in terms of training, good practice) than is currently offered by the school / L.A.?
- Why did no governors standing for election mention the issue?
- If there are queries on teaching and learning it feels like a sledge hammer to crack a nut as there are other solutions and support available, it's not just a matter of L.A. or Academy
- What is in it for the child?
- What are the risks for teaching pay and conditions?
- What are the balances of benefits and risks? Benefits: £50,000, a small sum. Risks: loss of autonomy, future finance, curriculum change, loss of assets
- Why have other primary schools said no to academies in the local area?
- Pupils are happy, teachers are happy and parents are happy. Why change now? Academies are a last resort in terms of you cannot come out. We are a good school and nowhere near last resort.

Curriculum and Enrichment

- Are any individuals going to make any money from the decision to join the MAT and if so who and how?
- What experience do the MAT have in KS1? It seems to all be about KS2. Will KS1 be forgotten?
- If we are the only Primary School, what good / benefit will we glean from other schools which are secondaries?
- Will there be any changes to the curriculum? If so, what changes would they be?
- This all sounds lovely but we have to address the longer term risk of academisation and the possibility of the MAT changing hands
- Why did the other 6-7 primary schools decline to join?
- Will the curriculum support ALL children and be inclusive?
- If the Leadership of the MAT changes, what confidence can we have that the ethos and culture of the school will continue to be supported?
- Will policies become 'group' policies or can RH keep its individual ones e.g anti bullying policy is strong at RH and wouldn't want to see it changed negatively
- How would the pastoral support change? e.g. anxious kids / grief / pressure
- Will there be a stronger emphasis placed on 'achievement' (or grades) as a MAT?
- Would the schools, as a MAT, still adhere to the school food standards issued by Government? Or, like many other MATS, would you move catering 'in-house' to avoid school food standards and to gain higher meal uptake?
- I would like to see a more formal 'SWOT' analysis with respect to curriculum
- What examples are there of similar schools to RH joining a small MAT – how did they fair? Positives vs negatives?
- How is 'freedom of speech' – invitation to community groups affected by joining WHP e.g. faith groups coming in to share about beliefs outside of R.E. lessons?
- Once we've joined a MAT, can we move to a different one?
- As the Trust grows, what assurances do we have that our teachers won't be redeployed to other schools in the Trust that might need help. How will the teachers feel about that?
- What are teacher's views?

Output from Staff Meeting

Finance and Admin

Opportunities:

- What opportunities are there in the collaboration?
- Are things happening that we don't know about?
- What blocks the collaboration being more effective?
- It sounds as though there is a slight financial gain to the school
- Share teaching resources?

Risks:

- Change of pay scale with Head of Trust?
- Change of pension?
- Impact in the long term?
- Will we still have the same access to local authority resources – library, swimming pool etc?
- Would we lose any of our land which may be L.A. owned?
- Still lacking a bit of clarity on how lower pension contributions can lead to same pension
- Is the top slice taken by WHP more than the L.A.?
- What does the 1% include?
- What is driving WHP to invite us to join them? What is their motivation to ask us now?
What's in it for us?

Governance

Opportunities:

- To work collaboratively with other Heads. Could this not be done in the current collaboration?
- More accountability for our school leadership
- What is the major benefit for Round Hill of joining the MAT

Risks:

- Risk of changes if there is a change of Head
- How will the management structure change at Round Hill?
- No longer have the support of the Local Authority
- Could more pressure be placed on teachers to get children to targets? Would this affect teacher performance related pay?
- Governors are making decisions on behalf of the staff
- How do we, as staff, have an influence?

Teaching and Learning

Opportunities:

- How will the enhanced CPD opportunities realistically work and look?
- It sounds as though there will be more opportunities to be creative with the curriculum. How will this be thought out and implemented – who decides?
- Within core subjects, how much autonomy will there actually be?
- How much of the national curriculum can we change?
- CPD sounds great – how will this be covered?
- Previously there have been stronger links with Alderman White than there are now without us being a MAT?
- What are the CPD opportunities going to be in real terms?
- What is the benefit for our children now and in the future?
- How can Alderman White help us to improve our Y6 SATs?
- MFL specialists
- P.E. resources
- Feeder secondary

Risks:

- Potential to change the hours of working days / holidays / pay and conditions. No guarantees even though no changes in the MAT so far
- More vulnerability to TA's and their conditions possibly?
- Are there limits to CPD and T&L enhancement due to being the only primary school?
- Impact of parental concerns?
- Are there enough opportunities for CPD?
- Barriers to CPD are cover, cost, no opportunities. GSTA, East Mids training

Curriculum and Enrichment

Opportunities:

- What are the real benefits for our children and how will this look?
- Hopefully there will be some more CPD opportunities to share best practice. How will this work realistically with restraints on time?
- Easier links to encourage primary and secondary pupils to work together
- Availability of training – implement cover for this?

Risks:

- Taking up too much time that is not focussed on school but on MAT
- Why have opportunities to have MFL support dropped off? There has been more support previously but not last 2-3 years?
- No other primary schools currently
- No opportunities to be a lead primary if no other primary schools

Morning briefing meeting: whole body of staff: Academisation.31.1.19

Staff feelings & questions raised:

- Concerns around salary and terms: AN clarified that terms and conditions are designed to be exactly the same as current. Raised importance of future proofing through consultation process and the importance of retaining DM for local governing board (RH governors not the MAT board).
- AN raised importance of RH retaining curriculum autonomy.
- AN raised fact that WHP MAT is being formed now as opposed to being an established structure.
- x raised question: does a move to MAT mean we are working in the private sector as opposed to public. AN highlighted importance of all staff being well informed and making their own opinions. Raised idea of making folder on server for relevant information.
- x raised question = financial autonomy as regards to current financial arrangement. AN suggests research is mixed in current outcomes. AN raised importance of overall mindset to retain financial autonomy for the future. AN clarified that if we academies, funding comes straight from government → 1% taken off the top from MAT (as LA currently do). We will be retaining bought back services from LA but highlighted the potential future of LA services reducing while clarifying that this is not guaranteed. AN raised potential for centralising services leading to potential improvements/streamlining.
- x questioned whether 1% taken off buys services or whether further costs would be taken for current services. Questioned whether we would lose more: would we lose 1% to MAT and then further money taken for buy back services.
- X raised question re: only primary school. Raised potential for CPD benefits however questioned what access a MAT with only primary would provide. AN responds that all other primary schools in family have declined to join.
- AN raised that we would like to retain engagement with collaboration even if we do join MAT.
- x raised concern as to whether we could retain engagement with collaboration. AN highlighted that 3 other schools are currently academy and so have no concerns about.
- x questioned – long term ofsted outcomes – if future Ofsted inspections led to RI results what would the impact be? x raised question of whether Secondary school inspections led to RI – would this mean that the MAT would fall apart?
- x raised question – if secondary school got RI in the future, would we need to then join another academy trust? x highlighted that WHP MAT has existed for 5 years – their recent Ofsted has allowed them to invite new schools.
- x raised whether sugar tax would still be ring fenced. AN also highlighted question of future financial support for maintenance e.g. window maintenance etc.

- *AN raised question of wanting to confirm that any future government funding extras go to the school directly as opposed to be referred onto other schools within the MAT.*
- *x raised question why we need to academise - what are the benefits? Would we have more control over changes as made e.g. curriculum, holidays etc.* AN confirmed that these would be confirmed within the consultation period.
- *x raised belief that the intention will be to grow MAT.*
- *x contributed her experiences of working at previous MATs - clarified teacher conditions were not changed. Did confirm that her experience was positive in terms of autonomy. Raised experience of increased CPD opportunities.*
- *x clarified that once you have converted into an academy you cannot then return to LA controlled.*

1.2.19: Meeting notes: Second academy meeting.

- AN explained want for staff views to be addressed prior to governor vote.
- x raised query over continuous service and whether it is going to be retained.
- x raised query over whether there would be any impact on things e.g. maternity leave.
- AN emphasised his want to secure longer term security for terms and conditions – while there is a 2-year commitment, there is a want to ensure these are comparable longer time.
- x concerns over potential contract divisions – i.e. current permanent staff contracts would be unmoved vs. new employees may sign contract with different terms.
- x raised comparable experience – Bluecoat –Wollaton Primary currently in a MAT as the only primary.
- AN raised unique position of joining the MAT at the point of development as opposed to joining an established MAT.
- x raised query whether being the only primary means we are not joining the MAT as it was initially designed. Particularly in regards to lower levels of CPD & internal job opportunities.
- AN emphasised the fact that he does not have a specific opinion and that the outcome of the vote would be based on governor vote.
- x queried whether there would be a clear perception of the benefits to the children/parents for parents of FS or KS1 children.

Staff meeting minutes: 30.4.19

- AN presented the same powerpoint to staff as was previously presented to parents which is available to staff on the shared drive .
- x asked question about long term external oversight of changes made for MAT. JM (governor) confirmed they operate like private companies.
- Time taken to consider opportunities and risks on tables.
- JM confirmed decision making changes – delayed second vote to ensure all stakeholder views are gathered prior to decision making.
- x asked the question whether the new school vision will be impacted by joining the MAT. AN said that he did not want this to be the case and that the two things are separate. JM (governor) confirmed that WHP MAT would not be involved in the development of a new vision.
- x questioned timescale of decisions made. JM (governor) explained that this would be defined by the outcomes of consultation process but could be completed related to the fiscal year rather than the academic year. JMa (governor) confirmed that the consultation hasn't yet happened and is a lengthy process.
- x questioned regarding the potential benefit of having access to the CPD network and how that is actually workable based on the availability of cover staff to allow staff to go. AN raised the possibility of looking at additional TAs to support this related to the potential savings made as a consequence of the MAT.
- x raised the question of how this will actually benefit the children – raised that this hasn't actually been raised in the process. Potential indirect benefits raised by AN and JM (governor).
- x raised the need for us to consult the pupils and questioned whether there would be any benefits to the pupils and parents. Raised the importance of retaining focus on their happiness in that they are already aware of the potential conversion.
- x raised the fact that parents are overwhelmingly not happy and raised the question about how this will impact relationships.
- x raised the question of whether the stakeholder views would ever supersede the governor vote. JM (governor) confirmed that this voting process is ultimately driven entirely by governors however during consultation process, all stakeholders views are reflected on prior to deciding votes.
- JM (governor) confirmed the commitment to ensuring that a decision brings benefit to all stakeholders and reflects the views of all stakeholders.