

Issue Raised		Issue investigated	Issue Outcomes		
No.	Issue Category	Risk / Issue Summary	Initial Comments	Status	Answers / Outcomes
1	a. Teaching and Learning	Will we keep the National Curriculum?	This would be a choice, most academies follow the National Curriculum and take conversion as an opportunity to review and improve.	Closed	That would be within the gift of Round Hill to shape as the lead primary.
2	a. Teaching and Learning	Impact on the Curriculum driven by a MAT agenda that focuses solely on the success of Exam results and not holistic learning. Would this impact on Teacher performance related pay?	What guarantees are there that if exam targets were not met that creative T&L and current SOL would not be stifled to drive results for Eng and Maths, to focus solely on testing. This would also be an issue if the school were to remain in LA control - Improving Schools Programme is very rigid. Also if results were of a level leading to an OFSTED category, the school could become a sponsored academy and have no options about which Trust to join. The level of support and challenge from a MAT is higher than from the LA with regular meetings and more accountability as proven by last year's LA lack of response to SATs results.	Closed	This could happen now at the school if the leadership changed. It could also happen in the mat. The MAT aligns with Round Hill values currently and has demonstrated this in its current form. WHP Pay Policy and the ethos behind how they implement their policy marries well with RH currently in how they balance desire for Pupil results and staff / pupil well being and whole development.
3	a. Teaching and Learning	Does WHP have sufficient expertise and resources to bring about School improvement and support for a Primary School?	RH is invited to be "Lead Primary" does that mean that our current strategies / expertise will be used to bring about primary improvement across the trust? This could lead to retention of senior staff seeking further development and challenges.	Closed	Difficult to give definitive answer. We would have access to secondary teachers with subject expertise as well as general expertise such as classroom management. We would also be part of a collaboration of MATs containing outstanding primaries. We might also gain financially, which would then support better CPD.
4	a. Teaching and Learning	As a secondary MAT, does WHP have sufficient expertise and resources to bring about School improvement and support for a Primary School? How would school improvement be achieved? Why can this not happen already?	CEO was primary HT and inspects primary schools (OFSTED) Access to a wider range of schools, it can and does happen already, but has proved to be difficult in a voluntary system of collaboration (four schools regularly work together, not the whole family)- within this MAT the systems suggested would offer far more support and challenge, far more research based learning for staff and far more interaction with other schools. The option to be isolated is available at present, as part of this MAT this would not be the case.	Closed	Expertise will come from the Academy network, which does include primaries, and from shared knowledge with the secondary school. However, there is currently no formal primary model within the MAT. As the lead primary, this will be for Round Hill to shape. It is anticipated that shared learning with other schools will increase as collaboration grows and other primaries might join the MAT. The MAT have suggested avenues of how CPD could be developed. These models would be clarified and confirm if we progress to the next stage of the process. This process may also support CPD if the money saved is used to release staff for training.
5	a. Teaching and Learning	What assurance is there that support for children with additional needs, both behavioural and educational would be maintained?	Nottinghamshire remain responsible for SEND funding and provision. This is already operating and all Broxtowe schools work in the same way and receive the same LA support whether LA or Academies. School level need remain just that and could be dealt with well or not in either system.	Closed	Nottinghamshire LA is still responsible for meeting SEND and so Broxtowe schools all work together whether they are LA or academy. This is well established here. School level needs are still the responsibility of the academy as they are the responsibility of the school.
6	a. Teaching and Learning	What assurances are there that the level of extracurricular activity will continue?		Closed	This would be managed within the school.

7	a. Teaching and Learning	Access to Outstanding Primary schools	The MAT already work within a CPD network and within this there are a number of outstanding primary schools. This would be dependant upon the development needs of Round Hill. If in the School Improvement Plan, the school identified a need, it would be possible to find a school to visit. This would be brokered by the MAT rather than the school, through the network. This is not impossible now, but is difficult because the LA no longer have capacity to know where outstanding practice is. (It may be in schools not labelled as outstanding) Within MATs there is more likely to be that knowledge because of more visits by CEO. CEOs in other trusts also regularly visit schools. LAs do not have capacity for schools other than failing ones.	Forward to DD	The financial savings could free time for CPD, which is currently a barrier to CPD in they school. Access to the network would need to be further explored at the next stage, but could provide a way for good quality CPD.
8	a. Teaching and Learning	What impact would RH becoming an Academy have on the current relationships, trust and support within the collaboration?	WHP is part of the collaboration as an academy. Do we know what other primaries are thinking now about the collaboration and the invite from WHP? Round Hill could add to the knowledge of the collaboration because it would have access to the CPD network.	Closed	This is now possible to predict. There would be both the potential for improved collaboration, or it could weaken the collaboration if we aligned more closely with the academies network.
9	a. Teaching and Learning	What impact would RH becoming an Academy have on the current relationships, trust and support within the collaboration?	Difficult to answer as we cannot know their views, and they are likely to hold a range of views - The head teacher has formed a good working relationship with four of the collaboration schools and it would be unlikely that this would end. The others within the collaboration are not particularly active now, this might improve or not.	Closed	As above
10	b. Staff	Will there be a reduction in pay and benefits for staff?	Include pay awards, pensions, sick pay, mat pay. for current and new staff. Would these remain linked to the nationally negotiated arrangements? What impact is there for staff moving between LA schools and Academies in terms of Pay Scale position?	Closed	Pay and benefits would match LA provision. However, there is no guarantee it would remain in place and it could be changed. Academies generally do keep to national Ts and Cs otherwise recruitment would become an issue.
11	b. Staff	What will the impact be on staff development? Why can the improvements not be achieved now?	Usually staff development is very good through MAT's involvements and the sharing of ideas and working practices is usually very good also. Combined INSET working days on "mechanisms" is very fruitful. A lower cost within the MATs provision and have more access to outstanding practice from a wider range of schools. (More outward facing)	Closed	This is difficult to answer as either avenue could be taken to improve staff development. Governors could consider which route is most likely to gain the most benefits. There is discussion elsewhere in this document about how the CPD could work. However, in answer to 'why not do these things now?', we could try, we have tried, and it might work but we need to think about what is going to be the best option.
12	b. Staff	Do staff think joining this particular MAT would have a positive or negative impact on recruitment and retention?	Current staff well placed to answer on retention. WE could include the question in the next union questionnaire. Reported higher turnover for academies, Need to consider variation depending on academy.	Closed	Promotion is also higher in MATs (3 years ahead of LA). Difficult to get statistics on MAT Vs LA retention.
13	b. Staff	What Pay Scales are used at WHP? How does that compare to our pay scales given our decision 12months ago to adopt "table B" in the Pay Policy? Would we have to alter how we implement our Pay and Appraisal policies?	PH has assured us that scales mirror national scales and that the executives are not paid unreasonably high salaries	Closed	Staff have raised specific questions around continuous service, maternity leave, etc. These would be protected. In theory new staff could be employed under different conditions, but that is not currently the situation at WHP.

14	b. Staff	Would the school be more likely to employ non-qualified, less qualified teachers?	LA maintained schools and Academies are allowed to employ non-qualified teachers. Neither RH nor WHP have done so in the past	Closed	The same budget and expertise pressures drive decisions in both Academies and LA schools. Neither organisation has used non Qual teachers in the past
15	b. Staff	How will INSET days change?	Concern over numbers of INSET days. Hope that INSET days would align between schools.	Closed	WHP trust currently have the same number of INSET days that Maintained schools have
16	b. Staff	What is the MATs policy on wrap around care provision? What are there policies on out of hours charging for use of school grounds and property? Who would the licensor be (it's currently NCC). Can any assurance be provided that Roundabout would continue to be the preferred supplier should RH join WHP trust?		Closed	Roundabout Provision would be continued as is, provision of wrap around care would be delegated to LGB/School including decisions about lettings charges - this would be reflected in SoD. Trust v positive about continuing provision - licensor question unanswered at this point. Trust would include Roundabout in offers of safeguarding training and advice, support to explore apprentice levy if wanted schools judge requires improvement Ofsted may monitor a school judged requires improvement. This will not normally apply to a school that has been judged requires improvement for the first time. The school will usually have a full re-inspection within 30 months of the school's last full inspection. Schools judged 'inadequate' When Ofsted judges a school inadequate, it places the school in a category of concern. This means Ofsted judges the school either to have serious weaknesses or to require special measures.
17	b. Staff	What would be impact if Round Hill or WHP was rated RI at the next Ofsted inspection?	Information on the gov.uk website https://www.gov.uk/guidance/being-inspected-as-a-maintained-school-or-academy	Closed	The Secretary of State will issue an academy order to a maintained school judged inadequate and placed in a category of concern. The school will then become a sponsored academy. Ofsted will not usually monitor the school unless there are safeguarding concerns or there is a delay in the school becoming a sponsored academy. If an academy is judged inadequate and placed in a category of concern, Ofsted will monitor the school. If an academy is judged inadequate and is rebrokered to a new multi academy trust to become a new sponsored academy, Ofsted will not usually carry out any monitoring inspections.
18	c. Governance	Would the school fields be sold?	Discussed at Feb 12th meeting	Closed	The minimum space per child requirement has been abolished so in theory the school could grow in size or sell land. There are no plans to do this either with a MAT or the LA. In both circumstances this could happen in theory. However, in both cases Sport England would be a statutory consultee and the DfE would need to agree. LA have no role in the complaints process as a maintained school or a MAT. The school is the first point of contact in both cases. Any appeal after the process has been exhausted is to the DfE on limited grounds. In both instances DfE would only look at whether the school had followed due process. if a complaint against a governor /exec principal/ director then different routes of onward appeal. We would need to check scheme of delegation for the roles and authority at each level.
19	c. Governance	How do Parents and Local community hold School leaders to account?	How does this happen in an LA school? How would this happen in an Academy?	Closed	

20	c. Governance	In viewing the above responses, what elements can be guaranteed in a contract / agreement, and what might change if the leadership changed or WHP was merged with another academy?	None – MAT has overall responsibility and authority. This is the most difficult to ensure and keep vision and ethos as you would like it to be – you would desperately need a seat on the MAT board.	Closed	<p>Sound recruitment practices, testing alignment with current vision / values should provide some assurance.</p> <p>It is concerning if responsibility and authority will be reduced, particularly in light of potential future mergers.</p> <p>Again the role of members is relevant. Also what is the role/value of the Charter? Also while there is a seat on the MAT Board now what happens if the numbers in the Trust expand? Can we guarantee a presence or is there a maximum limit on the numbers on the MAT Board?</p> <p>Board of Trustees up to 11 people including the VC & chair. Recruitment needs to be transparent.</p> <p>Selection of members has a key role is safeguarding from significant changes / risks.</p>
21	c. Governance	Quality of Shared Services across MAT	Guarantees that there be sufficient/ effect provision and staffing of services such as Admin, HR and IT if the control and funding was centralised.	Closed	Centralised services would remain with the LA initially until the MAT was able to sustain them.
22	c. Governance	Would important decisions be out of our hands? What influence would RH GB have at Trust level long term?	WHP are creating a model of LGBs being maintained with much of the current Governor responsibilities remaining the same.	Forward to DD	Scheme of delegation would be developed in the next stage. This would confirm what decision would remain local to the school.
23	c. Governance	Change to WHP management alters ethos and support.		Closed	This could change with different people on the board of trustees and members. However, the separation of members and trustees provides some mitigation. Ethos is also something that could change at Round Hill currently if the leadership changed. Both scenarios seem unlikely in the short term. One other risk could be a shift in ethos if the MAT was taken over.
24	c. Governance	Can we future proof the ethos, vision, governance structures for the long term?	Consider Members nomination. Ethical Leadership - more details from Paul Heery	Closed	Similar to Q22. These matters are always subject to ongoing review. By having representation on the board of Trustees and members, Round Hill would have a stake in this. However, long term, if the MAT expanded we may have less influence.

			LGB or Academy Council dependent – see above. Usually, a EHT (Exec Head Teacher of CDEO) will visit the schools HT and discuss once a week and dependent upon how good the school is and the trust from the MAT (see scheme of delegation will give you a clue when the MAT writes and delivers to the school).	
25	c. Governance	What are the lines of reporting / support / meetings between the Head and the MAT? How would this impact on workload and is there any mitigation? How will it benefit the school?	<p>When we were below floor there was no phone call from LA to challenge or support.</p> <p>Support and challenge in a timely manner – Paul and Adrian working together to set up what works for them as well as for Govs and the Board.</p> <p>LGB or Academy Council dependent – see above. Usually, a EHT (Exec Head Teacher of CDEO) will visit the schools HT and discuss once a week and dependent upon how good the school is and the trust from the MAT (see scheme of delegation will give you a clue when the MAT writes and delivers to the school).</p>	<p>Forward to DD</p> <p>Need to clarify scheme of delegation and levels of accountability to the governing board and the MAT, this would happen through discussion and agreement if we moved to the next stage of the process through. Also to understand how that could change if results were 'below floor'. We may not get complete answers ahead of a vote. In reality, the level and type of support is set by the MAT.</p>
26	c. Governance	Would important decisions be out of our hands? What influence would RH GB have at Trust level long term?	Depends upon seats on the Trust Board, the type of local governance and what decisions whether within budget or not.	<p>Forward to DD</p> <p>Definitely key to seeing the changes in our accountabilities. Trust responsible for HT pay decisions & performance & school performance. RH GB would produce reports for consideration at the Trust Board level.</p> <p>The proposed model could change if the Board of Trustees wanted to change it in the future. Also links to Q22.</p>
27	c. Governance	What are the declared interests of the Governing Board?	Need to confirm any potential conflicts.	<p>These are publically available whptrust.org (if this question is about WHP). Needs a refresh – version I can see lists Nicola Caley still.</p> <p>Could be clearer on any pecuniary interest in the Trust, but there is a clear commitment to transparency evident.</p> <p>RH governors' interests are on our site – may need a refresh??</p> <p>Not clear that this is covered under DD or in already existing legislation & governing standards. Pecuniary interest is different to declaration of interest and legally now needs to be published on a register so can't see that changing.</p>
28	c. Governance	Will the section 106 agreement remain? Is there assurance a fence will not be erected between Pearson Centre and RH?	Detail to be explored in DD if reached	Forward to DD

29	c. Governance	Can the MAT decide to alter the pupils on roll without LA/Regional Schools Commissioner?			No. The Local Authority maintains the responsibility for managing the number of pupils on roll, and so any changes would have to be negotiated, consulted on and agreed.
30	c. Governance	What is driving WHP to invite us to join them?		Closed	WHP are looking to grow in capacity and offer. They do not need more schools to be financially sound. More schools would mean greater opportunities for all schools within the trust in terms of shared resources and expertise. A larger MAT would enable more centralised services at greater economies of scale for all schools within the MAT Small MATs/SATs bid to a Condition Improvement Fund.
31	d. Finance	Is there the equivalent funding for large projects - like windows / toilets that we have benefitted from LA funding for?		Closed	Gov.uk/guidance/condition-improvement-fund MATs with at least 5 academies and more than 3000 pupils should not apply to CIF. They receive a School Condition Allocation.
32	d. Finance	How will we pay less for some services (i.e. pensions) and maintain the quality?	For example, some products or services have been over-specified or inefficiently deployed. We buy back services from LA at present Some central services will come from the MAT Pensions will be less because LAs are charged more for the same benefits as MATs	Closed	We would need to check that the services are of equal quality. However, the type of services are specifications will likely change with time anyway as our requirements change.
33	d. Finance	What financial transparency will there be (i.e. pay rates)	We will have a position on the Board then this will be transparent. There will always be what is yours to see, and the lawful publication of whatever a MAT can get away with, after year end. WHP follow Burgundy Book – National T&Cs as do LAs	Closed	MAT governance requires transparency in abiding with ESFA regulations – set out in the Academy Financial Handbook. External Audits are mandatory for MATs. MATs also are bound by Charity Commission regulations. There is high scrutiny on excessive executive pay by DfE and the responsible minister. A lot of financial data is openly available on gov.uk benchmarking sites.
34	d. Finance	How healthy are the WHP finances currently?		Closed	They are breaking even and operating in a sustainable way, but would need to grow in order to develop its central services. However, this would be further explored in Due Diligence.
35	d. Finance	Is WHP MAT large enough and financially stable enough, to have sufficient central capacity to bring about improvements and financial benefits for RH? Is it large enough to be strong - or is it at risk of take over by a larger MAT if standards fall?	DD (Due Diligence) Must work both ways – not only will they need to understand your position (Leadership/Management; Teaching & Learning; Finance; HR; Staffing & Resourcing; IT; Estates; etc. every question you can think of then more!	Forward to DD	Part 1 is a Due Diligence question. Part 2 theoretically any academy, regardless of size is at risk of re-brokering, or any small MAT is at risk of takeover if there is sufficient evidence based causes for concern.

36	d. Finance	Is WHP MAT large enough to have sufficient central capacity to bring about improvements and financial benefits for RH? Is it large enough to be strong - or is it at risk of take over by a larger MAT if standards fall?	DfE: would carry out checks on capacity if we applied to join. If Trust was deemed to be unable to improve a school within it that was RI the trust is at risk of being taken over and LGBs are not guaranteed a say in which trust takes over	Forward to DD	There is a level of risk. However, evidence has been provided that the MAT is currently running at a sustainable level. It is not overly investing in central resource or taking on financial risk. It has demonstrated good financial management through recovering the challenging position a few years ago. For Round Hill, it appears we would be gaining management resource into the school, rather than losing resource to the MAT. We would seek further assurances at the next stage.
37	d. Finance	How likely are the reported benefits?	Would come under due diligence	Forward to DD	Confirmation govern that the surplus would be set through agreement with school and MAT. The 1% contribution is sustainable because it covers a small central team. If centralised services increased, our contribution would increase. However, that would mean we would not need to pay other costs elsewhere like we do now (i.e. for finance, HR etc.) .
38	d. Finance	Will we still have the same access to local authority resources – library, swimming pool etc?		Closed	Our links with these resources are not linked to the fact we are an LA school. We, as a school, could continue to choose where we link in the community
39	d. Finance	Is the Top Slice taken by WHP more than the LA?	Would come under Due Diligence	forward to DD	Direct comparison is difficult because there is n't a "top slice" to the LA, but services are paid for part by part (Eg. Pay roll, HR, Claening etc) Overall the cost of services would be less to RH even including the 1% topslice and there would be greater support from MAT relieving SLT capacity. DD Would confirm or deny these comaprison