



Academisation and Collaboration Update

Staff Forum

Thursday 16 November



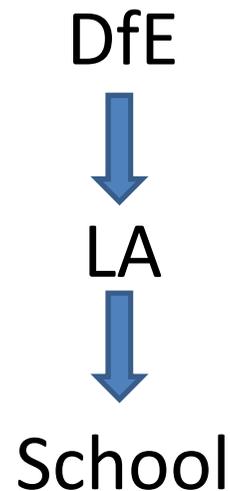
Purpose

- Myth-busting - what is an academy/MAT?
- Academy versus Local Authority
- Our options
- What do we want from a MAT?
- The Hobbes Alliance schools
- Why DBAT? Why now?
- What would becoming an academy mean for us?
- Next steps



What is an academy?

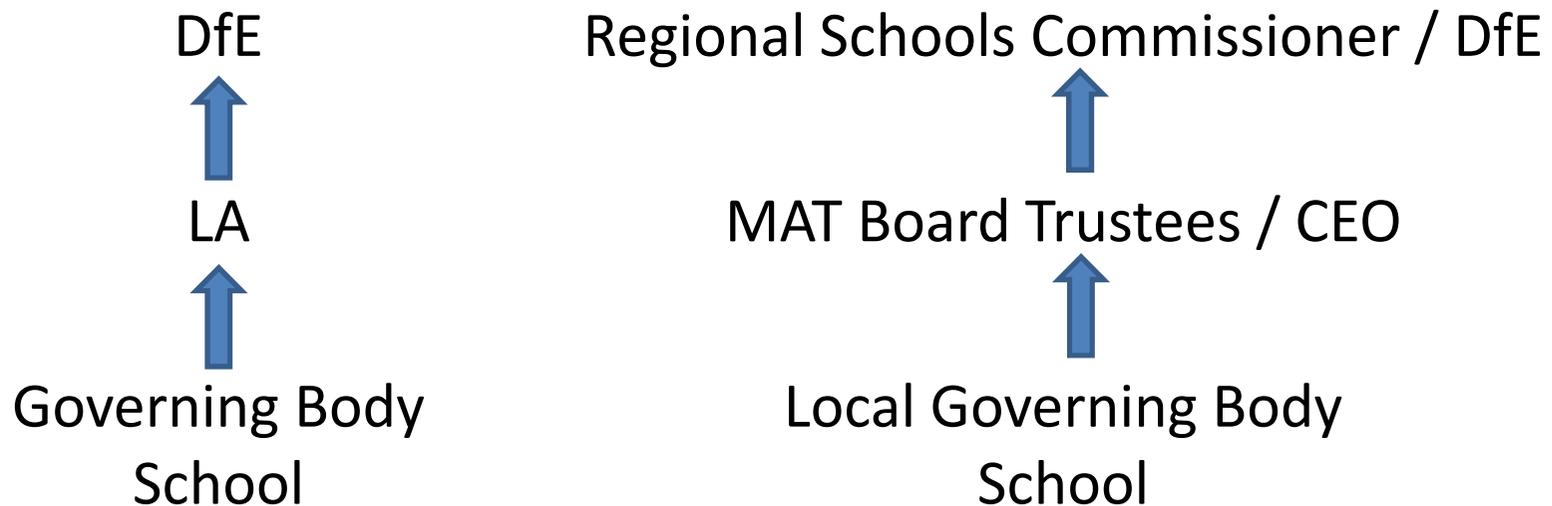
Academies are independent, state-funded schools, which receive their funding directly from central government, rather than through a local authority.





What is a multi-academy trust?

A multi-academy trust (MAT) is a DfE approved strategic collaboration of schools with the aim of improving and maintaining high educational standards. A MAT is led by a CEO and has trustees responsible for the overall governance.



Myth-Busting - Academies

- Acme Academies Trust Ltd
- The big national MATs
- MAT 'in a box'
- Only failing schools become academies
- All schools must be an academy by 2022
- The Local Authority will be gone by 2019



Academy versus Local Authority



- Regional Schools Commissioner Lisa Mannall (SW)
- RSC – growing team 50 people (SW)
- Commissioning new schools
- Approving new MATs
- Holding academies and trusts to account
- Mass conversion to mass improvement
- Diminishing role of LA
- 2019 – ESG school services funding stops
- Wiltshire - Education Transformation Board set up
- Bath LA – find a MAT
- School improvement support reduces or costs



Our options

- **Do nothing**
 - LA services dwindle / reduced capacity to improve
 - Get left behind / not able to choose who to partner with
- **Create our own Multi-Academy Trust**
 - Huge responsibility and workload – capacity, vulnerability
 - Government doesn't want lots of tiny MATs
- **Join an existing Multi-Academy Trust**
 - Security / school improvement support of larger organisation
 - Leaders can focus on teaching and learning / pupil outcomes
 - Economies of scale
 - Negotiate and co-create partnership / increased collaboration

What do we want from a MAT?



Hobbes Alliance partnership

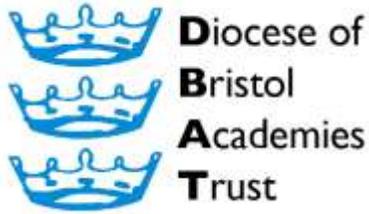
- Trusted colleagues
- Examples of collaboration at leader, teacher, pupil level
- Desire to deepen this work, and develop other external partnerships, nationally and internationally, to be leaders of learning
- Focus of improving our children's life chances





What do we want from a MAT?

- Security of the future of the school for the children
- Safeguard the Christian ethos and values of the school
- Access to bespoke school development expertise and services to improve outcomes
- A partnership - involved in shaping its development
- Strong board, school and financial leadership
- Retain our school identity and distinctiveness
- Keep our name, uniform, curriculum, staff
- Enable school leaders to focus on teaching, learning and outcomes
- Increased opportunities for collaboration and development
- Recognition from RSC that MAT is successful
- Earned Autonomy

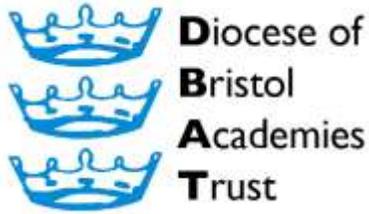


Why DBAT?



Diocese of Bristol Academies Trust (DBAT)

- “Authentically Christian: nurturing excellence and serving communities”
- Vision: “To be a Trust of exceptional academies with strong Christian ethos which provide a values-led education and opportunities for all children to flourish and achieve their fullest potential”

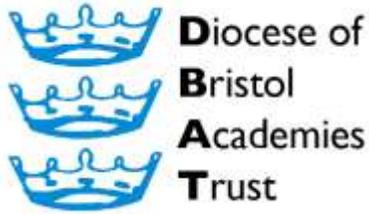


Why DBAT?



Diocese of Bristol Academies Trust (DBAT)

- Est. 2012 - grown to 11 academies (1800 pupils)
- Wiltshire (6); Bristol (3); Swindon (2)
- Seagry, Christian Malford, Somerford Walter Powell
- Successful recent OfSTED reports, e.g. Christian Malford - now Good (Feb 2017); Tadpole Farm (new school; first inspection – Good)
- Recognised by RSC office: 3 approved free school bids (2 opening in 2019; 1 opening in 2021)
- Involvement in strategic funding applications

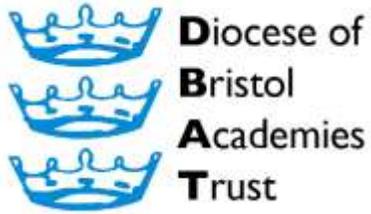


Why DBAT? Quotes



Diocese of Bristol Academies Trust (DBAT)

- “I was pleased to read about the strong strategic direction that the Diocese of Bristol Academies Trust provides to the school.” (Regional Schools Commissioner)
- “The Diocese of Bristol Academies Trust provides strong governance and closely monitors the school’s performance. They have a secure understanding of the progress leaders are making. This support and challenge is playing a significant role in the continuing improvement in the school.” (OfSTED report May 2017)



Why DBAT?

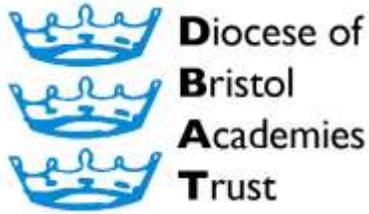


Diocese of Bristol Academies Trust (DBAT)

Growing
central
team

 **Our Team**
name.surname@bristoldiocese.org

 Chief Executive Officer John Swainston	 Deputy Chief Executive Officer Liz Townend	 Chief Operating Officer Alistair Pickering	 Senior Education Leader Jeremy Piper	
 School Improvement Officer Duncan Heryett	 Chief Financial Officer Paul Smith	 Commercial Manager Elizabeth Gibbons	 Business Coordinator Anna Sfakianakis	 Governance & Admissions Officer Clare Stansfield

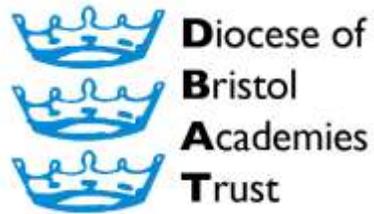


Why DBAT?



Diocese of Bristol Academies Trust (DBAT)

- “DBAT’s central commercial team are able to utilise greater purchasing power to negotiate better contractual terms than an individual school. Our school has benefitted from a new catering contract which has contributed significantly to our cost saving initiatives.”
(Michelle Pennycott, Business Manager, St Peter’s CE Academy)

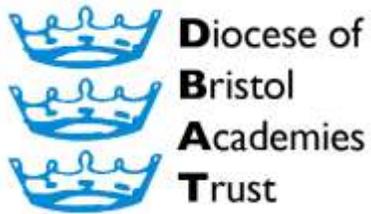


Why DBAT?



Diocese of Bristol Academies Trust (DBAT)

- Willing for us to co-create a hub and help shape its structure and operation
- Bespoke school support
- Tupe - staff pay and conditions remain the same
- 5% topslice (reduced in first two years)
- Evolving, growing and developing organisation
- School keeps its identity and distinctiveness
- Earned autonomy provided

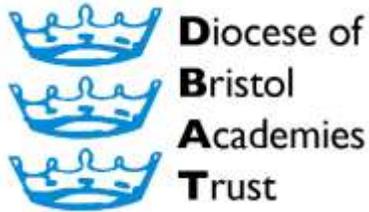


Why DBAT?



Diocese of Bristol Academies Trust (DBAT)

- “Principals are given a voice that we didn’t have with the Local Authority, we feel we are being listened to and are involved in helping to build the Trust.”
(Jill Rowe, Exec Principal, Christian Malford CE Primary)
- “A priority for DBAT is that each school should retain their individual identity and links with the local community as well as working in partnership with DBAT schools. The support available does not seek to impose a ‘one size fits all model’ in any way.”
(Trish Dodds, Local Governing Body Chair, Fishponds Academy)



Why now?



Too soon



Too late

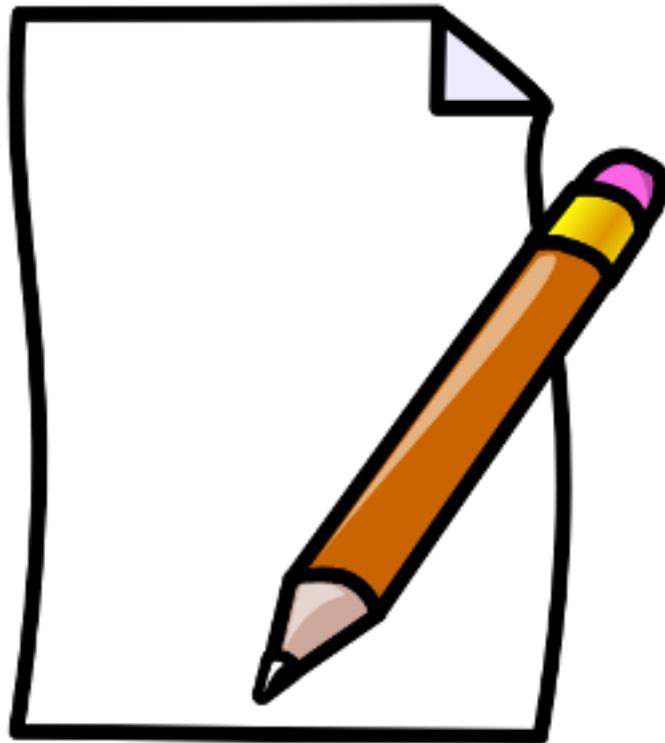
- DBAT has evolved and developed, and has grown its capacity – central team, finance, school improvement advisors
- Keen to grow number of schools to access further DfE funding and become financially secure
- Keen to set up and run hub model
- Willing to discuss options and work with us: we can help shape the development of DBAT
- Proactive – choose to move, negotiating our terms, rather than wait to be told
- Reduced cost in first two years

What would it mean for us?

- Support for us to improve our pupil outcomes
- Safeguarding financial security of the school
- Increased collaboration
- School leaders focus more on teaching and learning
- No changes to school identity, name, uniform, curriculum, staffing



Your thoughts please



Reflections

Benefits

Concerns

Questions