

Academy Proposal Statements and FAQs

To avoid confusion between a range of documents, and in order that we can refer parents to specific points which have addressed their questions, we have combined the two original FAQ documents, numbered the points, and added further responses to additional questions. We will continue to update this document throughout the consultation process. The majority of additions are at the end, however, some concerns have been voiced which bear no relation to the schools proposals, the following notes have been added up front:

Key Points

Following on from some key questions received over the last few, there appear to be some concerns which are absolutely not on the agenda:

- a) Accountability to parents/Governance: The Board of Directors, which would replace the current Governing Body, would continue to be constituted of parents (nominated and elected by parents exactly as they are now), staff (nominated and elected by staff exactly as they are now) and Foundation governors (nominated by the Diocese exactly as they are now and continuing to be largely parents as they are now). Schools already have the option to reduce the size of their Governing Body. Governors have decided not to take this option as the workload for the overseeing of the school, including sub-committees and link governor visits, would be too great for a smaller body which is, after all, made up of volunteers (predominantly parents) who have full-time jobs and family commitments.**
- b) Curriculum changes: We do not wish to introduce any major change to the current curriculum nor add any subjects. We wish to have the flexibility with our highly effective creative curriculum which we enjoy now. As a Voluntary Aided school, we already have the power to teach only Christianity in RE. As with all Church of England schools, we choose not to do this and follow the Diocesan scheme for RE, which covers all six major faiths. There is no intention to increase the time spent teaching RE.**
- c) Admissions: St Margaret's has no intention of changing admissions criteria. As Voluntary Aided schools, St Margaret's sets their admissions criteria – not the Local Authority. If there was any intention to change the intake, governors have had this power since the schools were created – before the time of free, state education.**
- d) Religious Education: Some parents are concerned that we would stop teaching RE, some are concerned that it will be expanded. As we are remaining a Church of England school within a Church of England MAT, there would be absolutely no change to the tone, content or time spent teaching RE nor to the influence of RE/Christianity on other subjects.**

1. What is an Academy?

Academies are schools that are funded directly by the DfE which means that they have greater freedoms and flexibilities as they are independent from their local authority (LA). Schools that are performing well can apply to become Academies.

- Flexibility in delivering the curriculum, Academies can decide what students study which allows greater personalisation of the curriculum for students.
- Greater control of their budget as they are funded directly by the DfE. In particular Academies are able to receive and spend money currently held back by the LA for management and services.
- The ability to set their own pay and conditions for teachers and support staff.

- We do not intend to reduce staff terms and conditions but the additional funding which we will receive and have access to may allow us to improve pay, which would give us a greater opportunity to retain staff who may apply for posts.

Each Academy or Multi Academy Group (MAT) has a charitable Academy Trust which holds the ownership of the school's site, and is the conduit for funding. The Trust does not 'own' the school and it cannot make a profit from the Academy. The Academy Trust appoints the governing body of the school. Academy Trustees have a legal duty to act in the interests of the Academy. The freedoms, rights and responsibilities of the Trust are set out in a Funding Agreement between the Trust and the Secretary of State. Academy Trusts are 'exempt' charities and are not required to register with the Charity Commission. An Academy Trust is a charitable company. However, no one can make money from the company. The company would be limited by guarantee. It would not pay dividends and would make no profit. It would, however, be a legal entity and would mean that the schools could enter into contracts, employ staff and be recognised as a legal body.

2. The advantages to the C of E Multi Academy Trust with St Mary's and St Saviour's

Curriculum: Academies are required to offer a broad and balanced curriculum, including English, Maths and Science, but they are not required to adopt the new National Curriculum. This flexibility could be used to provide the best opportunities for all our students, including the most able and those needing additional support through the development of more personalised learning.

This would mean that we have greater freedom in retaining the best of our 'creative curriculum' which has been developed and resourced (at a cost of many thousands of pounds) over the last few years, including topics which we feel appeal to our children and community. The added freedom gives teachers and schools the opportunity to exercise their professional judgement about how they teach and how they arrange learning within the school day it would allow us to develop a creative and innovative teaching and learning environment.

Funding: If we became an Multi Academy Trust we would receive additional funding as there would be no LA 'top slice' to pay for London Borough of Barking and Dagenham services. Academies have control of all of their spending. We would be able to keep our focus on the core business of our school, increasing our students' life chances. We would be better able to ensure greater value for money as well as choosing which services to procure from which provider.

Managing budgets becomes more transparent as the funding becomes aligned to an academic year rather than the financial year.

3. Potential risks in becoming an Academy

There are implications for staffing both before and after conversion as an Academy. The application and conversion process would require significant leadership, admin and support time.

Additional responsibilities would be necessary for our financial staff and for business management after conversion. There are costs involved in conversion, although a £25,000 conversion grant (per school) is available to schools going through the process which is likely to cover these costs.

As we do not have a financial deficit (our budget is exceptionally well-managed), we would enter a conversion process in a good position. There would be potential additional financial liabilities e.g. we would become fully liable for the cost of maintaining the buildings, although Diocesan lawyers would ensure that indemnities are in place for any issues which pre-exist

possible Academy status. In practice, however, we are responsible for many of these costs now, particularly as a Church of England Voluntary Aided school, as Governors need to fund a percentage of any capital costs already, which is not a requirement of community schools.

4. What would not change?

School leadership accountability/governance: An Academy Trust, whether set up solely by the CofE Federated Schools of St Margaret's, St Mary's and St Saviour's or in conjunction with the Diocese, would be constituted from members of the existing Governing Body. The Trust would manage the appointment of the new Governing Body. The only restrictions on membership are that it must contain two parent Governors and the Head Teacher. It is anticipated that all existing Governors would complete their term of office as Governors on the Academy's Governing Body if they so wish. This would give continuity of governance. The Governing Body/Trust would maintain its role of holding the school leadership to account and, whether as part of our own Multi-Academy Trust or as a MAT in conjunction with the Diocese, would retain the support and advice of the Diocesan Board of Education.

SEN support: Both schools have built a strong reputation for Special Educational Needs support and achievement, based on a school-led comprehensive programme of intervention support and the employment of additional teachers to enable targeted streaming. This would continue and the greater share of the budget received by schools (ie, lack of LA top-slicing) would enable us to continue and strengthen this process. High expectations and support for SEN pupils is a core tenant of our vision.

Staff terms & conditions: All members of staff would be protected by TUPE (Transfer of Undertakings [Protection of Employment]) regulations. This means that these employment rights would transfer to the Trust under the same terms and conditions of employment. Pension rights and continuity of service record would be preserved. Staff pensions would continue to be administered via the Teachers' Pension Agency and Local Government Pensions Scheme. As a Church of England School, we are already in a different position to standard community schools. Our staff are currently employed by the Governing Body not the Local Authority. We do follow LA pay and conditions. These would continue to be followed as a minimum, though we would hope to offer some conditions which go beyond these.

Land ownership: The land at St Margaret's is currently owned – as is the norm with VA schools – by a combination of the Diocese/Historical Trustees (PCC – Parochial Church Council) and if academisation takes place, this would remain the case.

Admissions: As Voluntary Aided Church of England school, we set our own admissions criteria which are separate from those used by community schools. Any changes to admissions would be subject to approval by Governors (as is currently the case) and would need to fall within guidelines/approval of the Diocesan Board of Education and comply with the Schools Admission Code. Academies continue to work within the Local Authority coordinated admissions framework.

Uniform/separate St Margaret's, St Mary's and St Saviour's identities: There are no plans to change to change the school uniform. The schools would each remain allied to their respective churches and traditions. As three separate schools, Ofsted inspections would continue to be carried out separately at each school, based on individual performance and results.

What about parents/carers who have a political objection to academies?

While we can appreciate that some parents have a perfectly understandable political view regarding academies, we do need to point out that academisation is government policy and academies are supported by all of the main parties. School is not a forum in which we feel it is justifiable to host political arguments. If you have an anti-academy viewpoint, I would respectfully request that this is taken up with your MP or local councillor. I would also ask parents to be mindful of the fact that some of the information that is put into the public arena by organisations or individuals with a political interest may have a political agenda to it.

8. What will change about the future direction of the school curriculum?

In terms of curriculum changes, we are suggesting academy conversion to enable us to shape and mould the best possible curriculum for our children.

9. What happens in the future if the academy fails? Eg, under new leadership, financial difficulties?

The school would continue to be monitored and answerable to the equivalent of the current Governing Body (although Governors would be known as the Board of Directors). We would anticipate (and hope) that many of the same people would continue to serve. This team has been recognised as good by Ofsted and does an excellent job of monitoring standards and all areas of school life.

It is important to note that future changes of staffing and/or leadership are a possibility whether or not the school converts to an academy. Should the school fail – which we feel very confident it would not – then the Diocese would then take on responsibility for the school, transferring the school to another of its multi-academy trusts to receive support from a strong school. If the school failed and was not an academy it would be forced to become an academy as part of a multi-academy chain. Financial risks are there for community schools, Voluntary Aided schools and academies and we do not consider the level of risk to be significantly different.

10. Who can parents complain to if they are unhappy with how the school is operating in a general way or with regard to a particular case?

Currently, the majority of complaints made to the Local Authority are passed back to the Governing Body. The GB, in the form of Academy Trust directors, would continue to hear complaints as per the existing federation complaints policy. As now, parents would also have the right to complain to Ofsted, who would consider the seriousness of the complaint before deciding on how they would proceed with the complaint.

11. Will parents/carers/children be treated like customers?

While an Academy Trust would be set up as a charitable company, this would totally be a non-profit making venture and the schools' relationships with children and parents/carers would remain exactly the same.

What guarantees will be offered that the school will not employ unqualified teachers, in place of qualified teachers, if the school as an academy experiences financial difficulties in the future?

We intend to continue with our current commitment with class teachers which means they are taught by qualified and appropriate teaching professionals. We will continue to use subject specialists in some areas e.g. P.E. We also intend to continue to support students training to become teachers, as we do currently.

What guarantees will be offered to teachers that the school will maintain pay and conditions that as a minimum match LA pay and conditions?

As legislation (Academies Act, 2010) instructs, we have held a TUPE (Transfer of Undertakings [Protection of Employment]) meeting with all of our staff as part of the

consultation. We have assured teachers - and this will be ratified formally in the TUPE meeting - that all of their pay and conditions will be transferred over, as is. There will be no reapplication for jobs or probationary periods for existing staff. We very much see the LA pay and conditions as the minimum and Academy status would allow us greater flexibility to attract and retain good staff.

How do staff feel about converting to an academy? There is lots of negative press about increased workload.

We are consulting with staff, of course, and have assured them that all their current terms and conditions will remain as a minimum. We strongly feel that the freedom which academy conversion would give us would allow a greater chance to retain good and outstanding staff. We have not been feedback any concerns by staff. Being already employed by Governors, rather the Local Authority, means that our staff are already closer to the position of academies than community schools.

We have an exceptionally hard-working staff, for which we are very grateful. Most teachers are in by 7:30am and leave between 5:30 and 6:00pm and carry out work during their holidays. This is the norm across good and outstanding schools in the country. Please bear in mind that anecdotal evidence you may have heard first hand or read in the press are with regard to 'sponsored' academies. These are ones which have failed and are forced to become academies. Staff in these schools do frequently find an increased workload as systems and procedures which were in place were often inadequate.

How can parents find out who is a governor?

It has become clear that some parents/carers are not aware of who are school governors. This is largely separate to the debate re academy conversion, but felt it was worth clarifying. Please see the board in the foyer of school which has names, pictures and roles of all governors. Please also see each school's website where a list of governors appears under the heading Governance

What are the different kinds of schools?

There are four main types of school: Community, Voluntary Aided, Free and Community. We are currently a Voluntary Aided School and are consulting on becoming an Academy. We are not currently a Community School (and as such the potential change to Academy status has fewer implications for us) and we are not looking at becoming a Free school.

Will school policies change?

The school would carry over its policies and continue to update and amend them on our normal policy review cycle, as we do at present. Any appropriate changes (e.g. changes in terminology) would be made straight away but the fundamentals of the policies would remain unchanged. Similarly there will be no change to how holidays are set, as they are currently set by the school governors and not the LA.

19. How will the school cater for children with additional needs?

Supporting all children to help them achieve their very best (whether they have special educational needs, English as an additional language, medical needs or are gifted and talented) will continue to be at the heart of what we do at St Mary's and St Saviour's.

20. How will the school provide training for staff?

We will continue to use a range of providers for our training, complementing our own excellent in-house training with a range of additional training purchased from other service providers.

Funding arrangements/education law

There have been questions regarding the schools' obligations, or lack of, under funding agreements and education law. We will have to research this more fully before coming back

with a complete response. However, in seeking academy conversion, neither the schools nor the Diocese are seeking or planning any major (or even minor) alterations to the pupils' and parents'/carers' experience of St Saviour's or St Mary's schools. This an option we have had in recent years since the current government withdrew the previous National Curriculum shortly after election in 2010 but have not produced a replacement until now, We feel that we have been very successful in educating and inspiring our pupils in that time and simply wish to continue in that same direction of improvement now.

Where can I find out more about the Diocese and academy conversion?

Please see <http://www.chelmsford.anglican.org/academies>. While this is mainly aimed at schools, it contains a wealth of information which parents/carers may find helpful and useful. Similarly, the Department for Education has a section on its website, mainly aimed at schools, which may be of interest: <https://www.gov.uk/government/collections/academy-conversion-process>.

Will parents/carers be balloted on the decision to convert or not convert?

The Academies Act (2010) does not give the provision for a ballot as part of consultation. Following the process, which allows questions and concerns to be put to the school, and the school to attempt to answer these, the school and governors have the legal duty to decide on academy conversion.

Can more details be given of the funding agreement between the school and Department for Education?

This is currently being finalised between the school and the DfE. In the unlikely event that this is not advantageous to the schools, academy conversion would not be pursued. School finances are not released in detail. Currently, funding and budgeting matters are overseen by the Governing Body. This would continue in the same vein but under the Directors of the Trust's Board (which would take the place of the Governing Body should conversion take place, and would be constituted by the present Governing Body. At the end of any Governors term of office, parent governors would be voted for by parents/carers, staff governors by staff and Foundation (Diocese) governors to be replaced by the Diocese – exactly as is the case at present.

Some parents have asked about the funding agreement “with the Diocese” and what would happen if it did not work out. Please note that the funding agreement is made with the DfE, not the Diocese.

MAT. These 'failed' sponsored academies may have restricted powers, which is designed to ensure that they must accept change from the leadership, teaching or governing model which failed.

Clearly neither St Mary's nor St Saviour's are in that position. However, schools which convert to become academies receive an increased level of funding and freedom on how to spend this for the benefit of pupils.

What is there to stop the school being taken over by a corporation?

All academies are not for profit, charitable companies. Whether the schools convert to academy status or not does not prevent the possibility of future failure, which (under Government legislation which is not likely to be repealed) would dictate that the schools join an existing Multi-Academy Trust. The schools feel that the added funding and freedom to tailor the curriculum and attract good teachers makes it less rather than more likely that the school would fail in the future. Whether this happens or not under future leadership is a possibility separate from the conversion issue.

Will there be any effect on Free School Meals?

Free School Meals are funded by central government and would be unaffected by conversion to academy status.

32. How will breakfast clubs, tea time club, other clubs and class trips be funded?

There would be no change. Funding for these do not come from the Local Authority. All extra-curricular activities are organised by the school, with varying levels of parental contribution.

33. I chose a community school for my children. Not an academy.

We would remain very much a school serving the community, with Directors elected by parents at the school. As a Church of England Voluntary Aided school, founded before free state education existed (St Mary's 1824, St Saviour's 1890) we are governed differently to actual 'community' (Local Authority maintained) schools. Our ethos, standards, care for children and creative approach would remain exactly the same and we hope parents would choose the schools for these reasons. The increasing norm, following government policy which is unchallenged by any major opposition party, looks almost certainly to be the academy route. The Federation is putting politics aside for this issue and simply recommending what we feel is the best for the children in our care,

34. Have pupils been consulted on this proposal?

While we do consult children on various matters, via annual questionnaires, School Council and Learning Council, we do not feel that this complex issue is one in which primary school children can realistically engage. Should the decision be made to convert, the school would then spend vital time talking to the children about the difference between being in an academy compared to a VA school. For the pupils, this would be next to no change at all – except that we would continue to develop standards of attainment and progress as well as our creative curriculum.

35. Will the schools stop teaching Sex Education?

No. St Mary's introduced Sex and Relationships Education in 2009, when the government of the day planned to make it compulsory in primary schools. Since the current government came into power, schools have the duty to consider how they will approach sex education. Relationships and Sex Education was introduced after this, in 2011. There is no reason why academy conversion would affect this. The Academies Act (2010) states:

53. The Academy Trust must have regard to any Guidance, further to section 403 of the Education Act 1996, on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage and its importance for family life and for bringing up children. The Academy Trust must also have regard to the requirements in section 405 of the Education Act 1996, as if the Academy were a maintained school. We are clear that our scheme of work meets and exceeds this requirement.

36. I have a child with Special Educational Needs. Will his/her care be affected?

Our schools have always placed a very high priority on catering for the needs of children with Special Educational Needs (SEN), including ensuring that they make excellent progress across the school. Our SEN children make higher progress than the national picture and attain higher by the end of KS2. We are committed to maintaining this. Academies are subject to the new SEN Code of Practice (September 2014) and the Local Authority remain involved. SEN funding would still come via the Local Authority. They would still be responsible for the placing of children in receipt of a Statement, under the stated criteria of admissions for the Academy. Both school prioritise children in receipt of a statement at the top of their admissions criteria.

37. Are Academies subject to Education Law? Although academies notionally have the freedoms of independent schools, legislation and contractual terms can bind an academy as

if it were a maintained school. Academies are governed by certain documents which do not apply to maintained schools, primarily the articles of association and the funding agreement. As academies are independent schools, the Independent School Standards Regulations 2010 also apply to them. These regulations cover areas such as:

- the quality of education provided
- the moral, social and cultural development of pupils
- pupils' welfare, health and safety

Maintained schools, on the other hand, operate under a statutory framework, which includes the School Standards and Framework Act 1998, the Education Act, and the Education and Inspections Act 2006, as well as a great deal of subordinate legislation made under these acts.

For more information see:

<http://www.optimus-education.com/governance-and-law-differences-between-academies-and-maintained-schools>

38. If the schools become academies, will they lose the support of the LA to network/take part in sport?

St Mary's and St Saviour's place a high priority on links with other schools. We have strong links with other schools, though this is frequently not linked to Local Authority support. We already provide some support to other schools and have linked up for staff training, provided training courses for other schools and take part in the Walthamstow Central Area Partnership, where heads come together to discuss shared issues. These area partnerships (Northern, Central and Southern) are strongly supported by existing local academies. In fact the earliest academies in the borough (Hillyfield, Roger Ascham and Yardley) have been driving forces in the partnerships. We also make links to funding organisations, such as SHINE, which jointly funds some of our Saturday school work.

With regard to sport, the Sports Partnership which previously existed was closed down two years ago following governmental cuts to local authority funding. The Local Authority is in the process of setting up a replacement link service. We are very keen to take part in inter-school sport (as we did previously) and will buy into this service. It is not anticipated that this will be a significant cost.

39. Will the loss of Local Authority support be an issue/problem?

Schools in Waltham Forest have, for some years now, bought many services from the Local Authority or from private service providers with some link to the Local Authority. We would have the freedom to choose the services we need and rate. If we feel that Local Authority/existing service providers can provide the service we need, we can remain paying for that service. If not, we have greater freedom to go elsewhere.

40. What are the benefits to parents? Will there be more before/after school provision.

The main benefit, we hope, will be that we are allowed to continue and develop our creative curriculum along the lines which we know inspires our children. Additionally, we will have the opportunity to spend funding on what we need, not what we don't need. We are very aware of parental wishes for clubs. We will continue to review these subject to demand and funding in the same way as we have recently done – during which time provision of clubs has expanded.

41. Academy schools are coming under the spotlight because of their patchy results.

It is important to realise that some failing schools have been forced to become 'sponsored' academies. As the history of school improvement under several mechanisms, some schools issues are sorted quickly, so take longer. This is the case for schools which aren't academies as much as those which are. Those local schools which have converted while in

a strong position (eg Barclay, Hillyfield, Roger Ascham, Yardley) have continued to perform above national averages for attainment and progress.

42. Can parents find out about discussions which governors have had re academies?

Minutes have been previously available via the office or notice boards. However, in order to be transparent, we will be posting the minutes of Governing Body meetings over the last 18 months on our websites (www.stmaryscofe.org, www.stsaviourscofe.org) under the tab 'Governance' within the next day.

Further points added 30th June:

43. Is the Governing Body accountable to Ofsted and the school management accountable to the Governing Body or is there still any accountability to the Local Authority

While the name of the Governing Body would become the Board of Directors, the functions of the Board would remain as the current Governing Body. This includes the fact that the school/Senior Leadership would remain accountable to it. Academies and their leadership and governance remain subject to Ofsted inspections in exactly the same way as now. While the Local Authority maintains responsibility for Special Needs Education, accountability for all other issues would transfer to the Board of Trustees and the Department for Education.

44. If the majority of parents at one or both of the schools do not wish the school(s) to become an Academy will the Governors respect their wishes & stop the process? If not, what is the point of consultation?

While the the Academies Act (2010) does not allow for a ballot or vote as part of consultation, the purpose of consultation is for the Governors to gauge the thoughts and concerns of all stakeholders and from then make a final decision. It is the Governing Body which the Academies Act charges with making the decision.

As of 30th June, we have received emails from five parents to the academyconsultation@st-saviours.waltham.sch.uk address. Of these, one is a clear objection, two are wary but asking for clarity regarding concerns, one is questioning the academy consultation process and another is asking for clarity re Church school status and ethos.

At St Mary's, there have been emails from eight parents/carers and one member of staff. Of these, two were clearly opposed to academy conversion, the others had some concerns and were asking for clarification – which again have been provided by FAQ documents posted on the schools' websites.

45. When would conversion take place?

At the moment, we are considering 1st November as a conversion date. This depends on the consultation process and the completion of legal processes involved in land transfer.

46. Are there any hidden costs to parents in converting to an academy, such as a change to the current 'voluntary contribution' for trips etc?

There would be absolutely no change to the request for voluntary contribution for trips and no other additional costs or charges due to a conversion to academy status. Similarly, although the 8am-6pm Nursery fees are due to rise in September (for the first time since this provision was offered), this will be taking place whether or not conversion takes place and is unrelated. The rise is due to rising costs and remains below other local rates.

Further points added 4th July:

47. What has been the experience of other similar schools that have already gone through voluntary conversion?

The Waltham Forest primary schools which have gone through voluntary conversion to academies are: Hillyfield, Roger Ascham, Yardley, Barclay, Chingford Hall and Whittingham. Five more are sponsored academies: Chapel End Junior, George Tomlinson, Riverley, Sybourn and Woodside. For a full list of Waltham Forest primary schools, see http://www.education.gov.uk/schools/performance/geo/la320_all.html. All of the convertor academies have continued to do well academically. You can find their individual KS1 And 2 SATs results (as well as St Mary's and St Saviour's) at <http://dashboard.ofsted.gov.uk/>. Most London schools have a significant turn-over of staff and while we do not have figures for other schools, we do have close relationships with most of these schools and are not aware of any staffing issues linked to academy status.

48. Taking a lead from the corporate world, where annual reports that explain their objectives, plans and performance, and investor meetings to address issues and concerns. Can you give assurance that this sort of communication will continue beyond the consultation process?

We see communication as a key issue with parents/carers and we try to address this in a number of ways. There are weekly newsletters at both schools, regular updates on the schools' websites, letters and texts/emails to parents/carers and an open door policy where we encourage parents to ask teachers and the leadership any questions which they feel are necessary. We also publish the minutes of our Federation Governing Body (which would become a Board of Directors if conversion goes ahead) on our websites. Additionally there are termly parent consultation meetings plus parent workshops most weeks.

We inform parents of our Key Stage 1 and 2 SATs results – and these can also be found on the Ofsted Dashboard site (details above) – and send parents/carers Ofsted reports when we are inspected (this is statutory) as well as publishing them on our websites: www.stmaryscofe.org; www.stsaviourscofe.org.

Previously we held a Governors' Annual General Meeting but it was not well attended. We do hold annual meetings to give parents details of our Relationship and Sex Education lessons. While we do not plan to create a new report – additional to all the information we publish detailed above - or fixed annual meetings, we would always organise meetings which either we feel will be a concern to parents or which parents inform us are a concern. For instance, we held meetings to inform parents and hear concerns during the period of building work at both schools. We will also continue with all of the methods of communication outlined above, whether or not conversion takes place.

49. We have been assured that you have a good team in place to make sure all the legal and technical risks are covered during the conversion, but what support would a Board have long term? What types of oversight will be considered?

The first level of oversight comes in the democratic process of electing parent and staff governors (which would become directors). Parents in particular would clearly be motivated to hold the school to account for the benefit of their and their friends' children. Financially, as charitable companies, academies are required to go through professional financial auditing. Academies continue to be inspected by Ofsted, to whom parents can complain if they wish. Additionally, Special Educational Needs funding continues to be overseen by the Local Authority and parents may complain to the LA if they are not satisfied with a response from either school.

In terms of expertise to support a Board, the existing Federation Governing Body has powers to co-opt a limited number of Associate Governors with particular talent sets, and this would continue. Additionally, many Governors bring their own skills to the FGB (finance, HR, child protection, construction etc). As we have done with the academy consultation process and did during the building work, we can engage project managers or other consultants as required.

50. When will the decision be made?

The Governing Body will meet on 17th July to consider the findings of the consultation process.

If you have further questions, please do not hesitate to email
academyconsultation@st-saviours.waltham.sch.uk **or** academyconsultation@st-marys-coe.waltham.sch.uk.