

Alexandra Academy Trust

Working together to
create better
futures



Working together to create better futures

AIMS OF PRESENTATION

- ⦿ Welcome and Introductions
- ⦿ Mission and Values
- ⦿ Current situation
- ⦿ Process
- ⦿ Benefits
- ⦿ Core and central functions
- ⦿ Lines of Accountability
- ⦿ Frequently Asked Questions

ALEXANDRA ACADEMY TRUST

- ◉ Monks Coppenhall Academy 2 form entry Primary School
Converted June 2016
- ◉ Monks Coppenhall requested a significant change in 2017 to increase the Planned Admission Number from 60 to 90 and changed the age range from 4-11 to 2-11
- ◉ Monks Coppenhall Academy Day Nursery (trading subsidiary)
Joined in April 2018
- ◉ Haslington Primary joined in April 2021 as CEO was commissioned by Cheshire East to support the school from March 2020
- ◉ Haslington Pre-school came into the Trust in September 2021
(Previously privately run)
- ◉ Submitted papers for a 7 place Resource Provision for Social Emotional and Mental Health (SEMH) Autumn 2021

VALUES

Integrity
Respect
Resilience
Excellence
Teamwork
Aspirations
Co-operation
Passion



Every decision made has the child at the heart of it.

OUR MISSION AND VISION

Mission

- Our mission *is to establish high aspirations, excellence, enjoyment where everyone feels valued and is supported to achieve the best they can* as well as achieving excellent academic achievement.

Vision

- *‘Working together to create better futures’*
- Our vision is wide-ranging. It encompasses aspiration, educational excellence, strong leadership, social mobility and equipping children with the skills and knowledge to adapt to a changing world.

We aim to be a community

- Of high aspirations, excellence, enjoyment and discovery are evident and everyone feels valued and achieves to the best of their potential
- Where everyone is treated fairly and given equal opportunities, where we use evidence-based research to drive change in schools and where we provide high quality continued professional development to improve outcomes for children and staff
- Where the wellbeing of children and staff is a high priority and where we create motivated, lifelong learners and safely use a range of technologies to enhance and support learning and create a diverse network of schools ensuring every child has access to a first-rate education that embodies opportunity for all
- **In doing so we will be working together to create better futures.**

CURRENT SITUATION

DfE want every school in the country to be part of a family of schools in a strong Multi - Academy Trust

- Why:

By bringing schools together under a common framework in a single legal entity, academy trusts can provide significant support for teacher development, recruitment and retention. The structured and diverse career pathways that academy trusts can offer can help to facilitate career progression and teacher retention particularly for Middle Leaders.

PROCESS

Options:

Associate membership - 'Try before you buy'

Conversion

Apply to Regional Schools Commissioning Team to convert to an Academy and Join a Trust.

Complete on boarding/application with support from the Trust. All schools converting receive a grant of 25K to cover legal and start up costs.



EXAMPLE TIME LINE

School to seek a resolution to convert to an academy and join a MAT from their governing body and record their resolution in minutes

School to notify Local Authority of its intention to convert to Academy status.

School to consult with staff; 30 days

School to consult with parents/carers and feeder schools; 30 days beginning.

Establish a Governor Working Party from both schools

Complete the relevant DfE application form to apply to Convert If successful Trust receives £25K start up grant

Complete Growth fund grant - Alexandra Academy Trust

School Board take decision to join MAT.

TIMELINE CONTINUED

Inform School staff of decision to join the MAT.

Inform School parents/carers of decision to join the MAT.

Application to join the MAT submitted online to DfE by the Potteries Educational Trust.

Timeline for conversion finalised and circulated.

Engage solicitors to undertake legal process.

Meet with Professional Associations to share proposals.

Information/update for staff and parents/carers.

Begin formal due diligence process

Regional Schools' Commissioner and Headteacher Board consider proposal.

Meet with Staff and Professional Associations to explain TUPE and launch consultation .

Financial Due Diligence completed and considered by MAT board Finance Committee.

Academic and Legal Due Diligence completed.

All Boards agree and finalise proposals

FINANCIAL CONTRIBUTIONS

Financial Contribution from joining school will depend on the level of support required and central services provided, ranging from 5% to 7% of the General Annual Grant funding.

Central services would include:

- CEO time
- CFO time
- Trust HR support e.g. Safer recruitment HR/ Employment Law
- Governance Clerking and NGA membership
- Management Information System
- Internal and external audits
- Financial accounts and returns and strategic financial planning, cash flow and budget monitoring
- Staff absence insurance
- Digital Marketing support
- Support with policy process and development
- Strategic procurement and Asset Management planning

FUTURE PLANS

- ◉ With more schools onboard we aim to further develop central services to include:
- ◉ Deputy CEO/ Director of Education
- ◉ Central supply cover
- ◉ Composing an Educational Psychologist
- ◉ Family Support Liaison Team
- ◉ Mental Health and Wellbeing Team
- ◉ Early Years Education Advisor
- ◉ Specialist Teacher roles
- ◉ SEND specialism
- ◉ Behaviour Specialists

WHY CHOSE ALEXANDRA ACADEMY TRUST?

- ⦿ Trusted relationships have already developed through reciprocal SIP work
- ⦿ Similar ethos and values
- ⦿ Proven track record in supporting schools
- ⦿ Local Leader of Education/ NPQEL
- ⦿ Back office operations streamlined
- ⦿ Sharing expertise for mutual benefit such as:
Teachers at all levels, Lead Moderator for Writing, Arts , ICT, Music, PE and RE Specialists. Wellbeing Mentors, De Bono Thinking skills, Character Building Curriculum, Finance, Dedicated and Highly skilled Directors.

FURTHER BENEFITS:

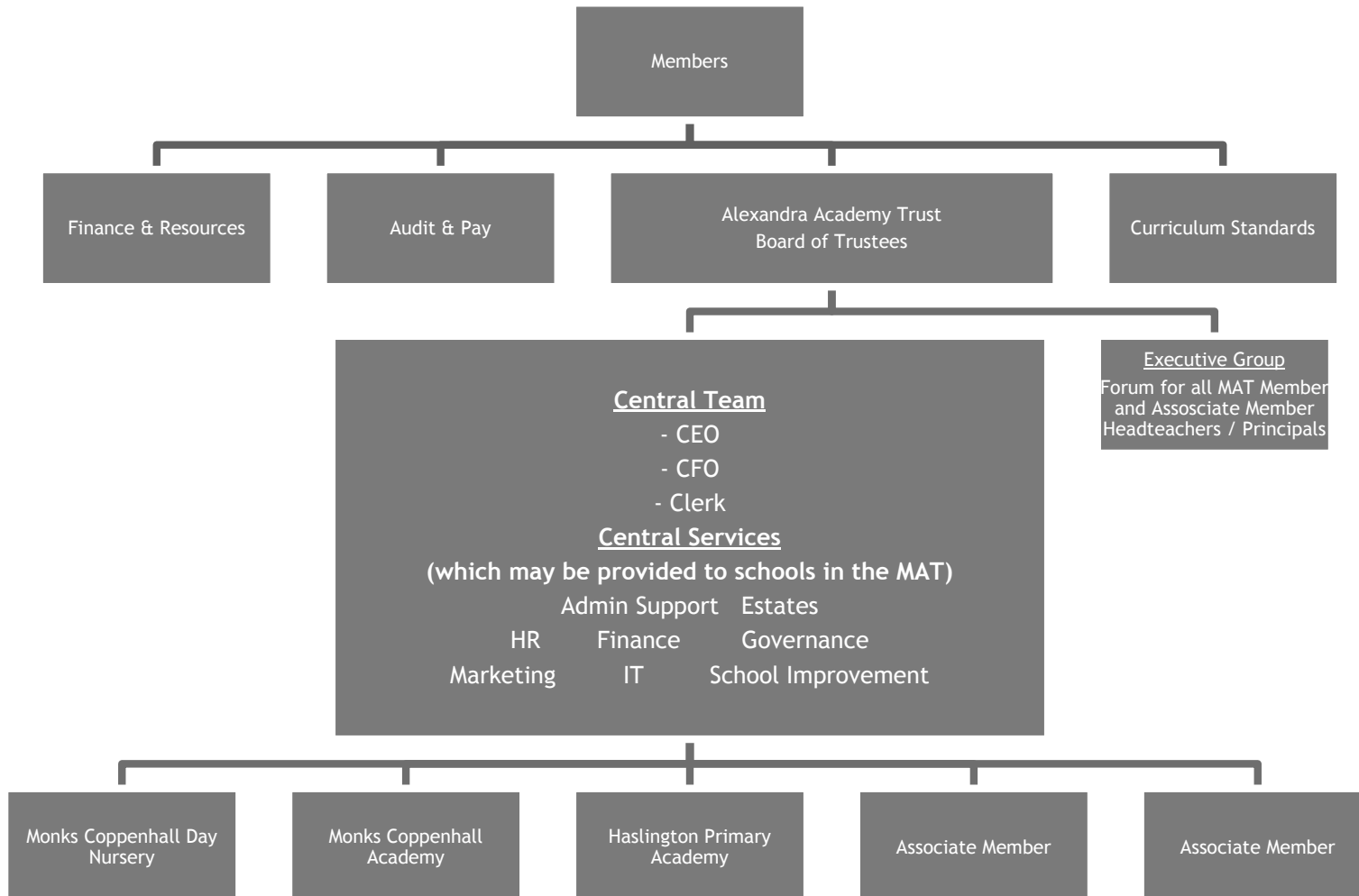
Staff recruitment, retention and wellbeing	Greater opportunities and career pathways and succession planning
Shared thinking, planning, resources, expertise	Ideas creative ways to think outside the box - generating revenue
Collaboration	Valuing ideas contribution to vision
Shared procurement of resources, services - economy of scales	Robust financial probity
Shared professional development	Cost effective - better quality CPD (QA)
Specialism expertise	Sharing across schools

IN ADDITION:

- ◉ More scope to procure services e.g external payroll/HR - economies of scale
- ◉ Support with leadership at all levels including Governance e.g. Network meeting for Middle Leaders, Chairs etc.
- ◉ The Trust places a great emphasis on empowering others through high quality CPD
- ◉ Training Hub

ALEXANDRA MAT STRUCTURE

Working together to create better futures



MEMBERS' ROLE

Have limited but specific powers including:-

Appoint other members

Amend the Articles of Association

Appoint 'Member Trustees'

Remove any Trustee

Change the name of the Trust

5 members recommended by DfE (no employees)

ROLE OF TRUSTEES

Responsible for
management and control

Decision-makers

Charitable trustees and
company directors

Driving force of the trust

Ensure regularity, propriety
in use of the trust's funds
and achieve **economy,
efficiency and effectiveness**
- the 3 elements of Value For
Money (VFM)

LGB

- ⦿ Local Governing Boards (LGB)
- ⦿ Smaller body in each school focus just on school specific issues via Scheme of Delegation

LINE OF ACCOUNTABILITY

Lead school is accountable - Accounting Officer (CEO) reports to Board of Trustees

Autonomy for each school depends on level of support required

- ⦿ Trustees/Directors have responsibility for all schools in the MAT.
- ⦿ Trustees can delegate powers and decisions but not responsibility.

One employer - staff transferred over (TUPE)
Trust has equal responsibility for all schools.

Each school has a Local Governing Boards (LGB)

Each school is funded on individual academy
basis
(following the Academies Handbook)

Inspected as individual academies - OFSTED.

Each academy's grade will not directly affect
another's.

Each school is unique and should retain this uniqueness

Each school has many of the same things and working together creates lighter workloads to focus on the important aspect 'the children'

FREQUENTLY ASKED QUESTIONS?

The Main reason and motto of the Trust? ***'Working together to create better futures'***.

What are the plans for the Mat growth ? **We have established a Growth Plan for the next 5 years which has been submitted to the RSC. The aim is to become a mid sized MAT.**

What phases of Education are you thinking of including? **The focus is only on Early Years Nursery and Primary and Resource Provision.**

What is the Geographical area of growth? **The aim is to grow with schools locally.**

What are the benefits of Joining the MAT now? **The benefits of joining the MAT at this early stage of growth is that you can help shape the future and contribute to the growing ideas and vision.**

CONTINUED.....

- ⦿ Is the MAT willing to support small schools? **Yes (clearly great benefits of economies of scale).**
- ⦿ What would the relationship be like between the Trust and its Academies? **Strong and regular through the Executive Group and representation at Local Governing Boards. Transparency is key to success.**
- ⦿ Will a member of the Trust's executive team sit on the Local Governing Body? **Yes**

CONTINUED

- ⦿ The future hope would be to look at expertise within in the MAT and distribute this across all schools with the aim for all schools within the Trust to be outstanding - Sharing expertise and leadership at all levels.
- ⦿ Working together, could bring benefits to all.

THANK YOU ANY ADDITIONAL
QUESTIONS?

