



“The first step towards getting somewhere is to decide you’re not going to stay where you are.”

J.P. Morgan



Aim: to inform parent/carers about the governing body's proposal and formal consultation process

Objectives:

1. Explain why the Governing Body is conducting a formal consultation
2. Outline the shared vision and values
3. Describe the main benefits for children
4. Clarify what would change and stay the same and how to respond to the formal consultation process



Welcome

What is a trust?



A multi-academy trust is a group of schools working in deep and purposeful collaboration as one entity to improve and maintain high educational standards across the trust.

A multi-academy trust has a single legal and moral purpose at the heart of the Articles of Association: to advance education for public benefit.

Permanent change of status.



“The greatest danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low and achieving our mark”

Michelangelo



Changing Tide



What we can bring to a trust



- Forward thinking, progressive team
- Links with St Barnabas Church and the Diocese of Bristol
- Expertise in Early Years through the Little Stars Nursery
- Teachers with expertise in specific subject areas such as Reading, maths and RE
- A strong inclusive ethos and culture
- Dedicated Autism champion and ASD friendly environment
- Staff highly skilled and knowledgeable in SEND
- Experts in curriculum design



A key
question



“How can my school best collaborate with others in a strong and resilient structure to ensure that each child is a powerful learner and that adults have the opportunities to learn and develop as teachers and leaders?”

Leora Cruddas CEO of the Confederation of School Trusts

**Stay as we are or
expand/form a
federation**

**Join an existing
trust**

Form a new trust

Join an LA Trust



Options



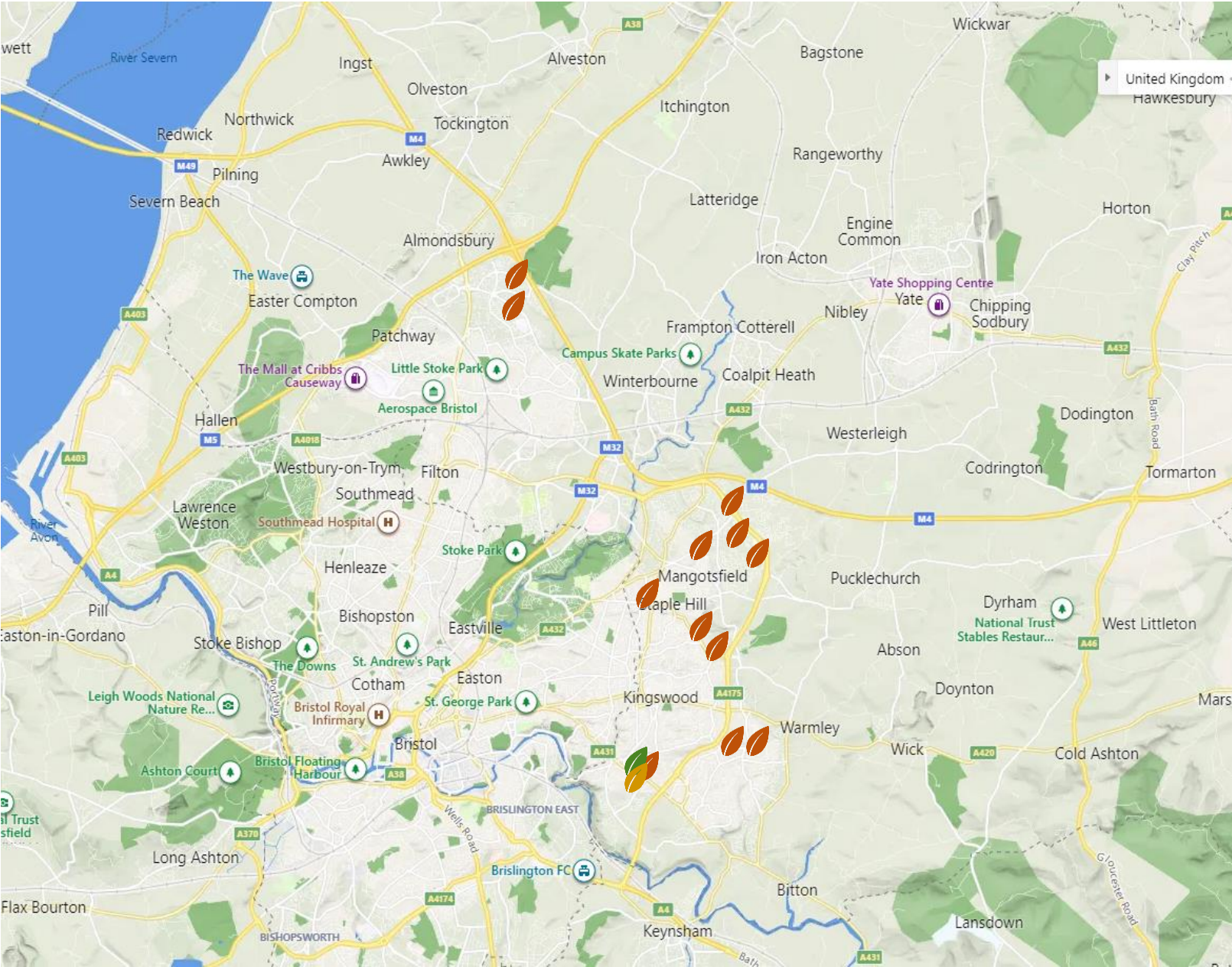
THE TYNINGS PRIMARY SCHOOL
Achieving together, Inspiring each other



Kings' Forest
Primary School



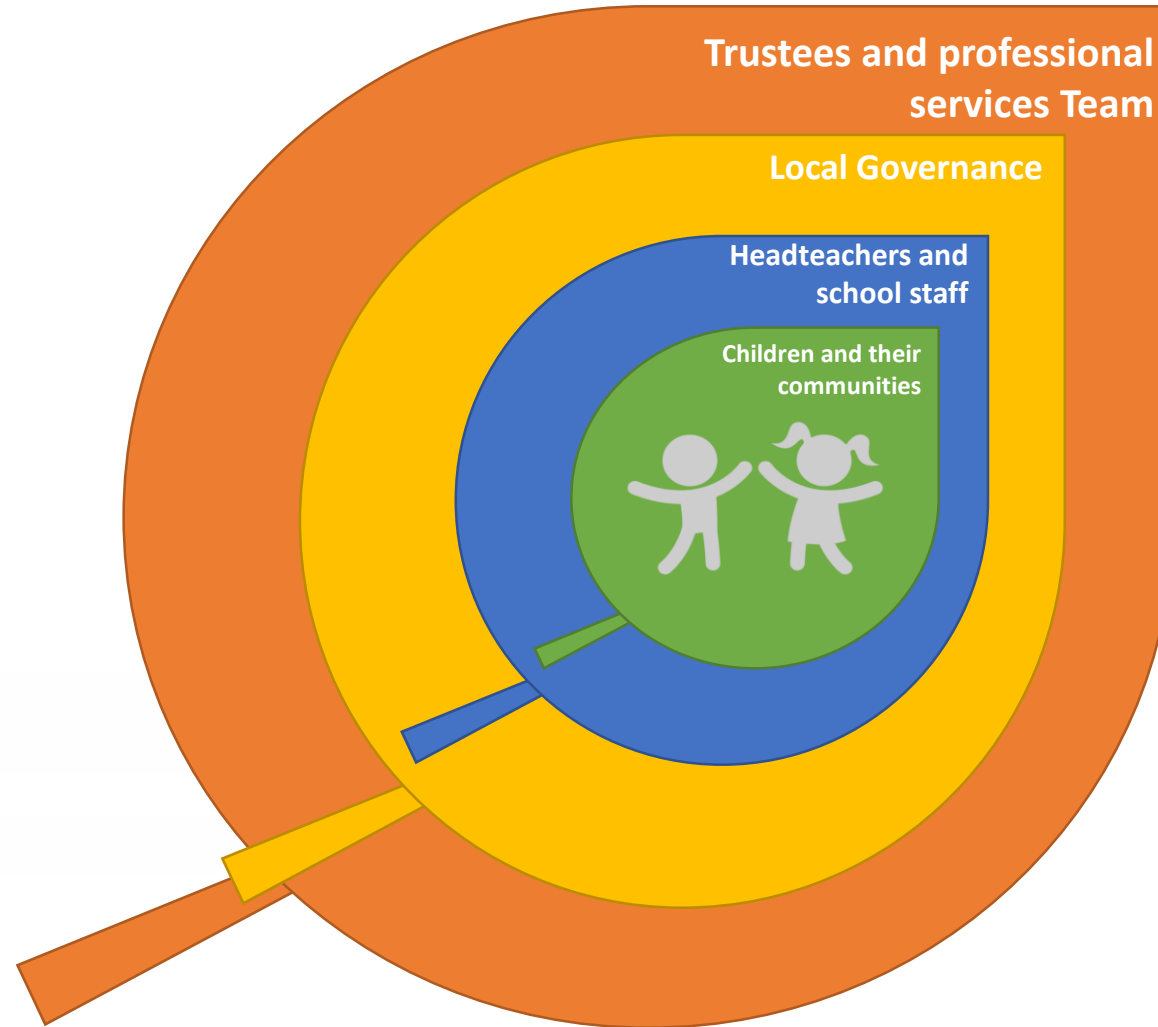
Belonging





“Take the first step in faith. You don’t have to see the whole staircase, just take the first step.”

Martin Luther King Jr.



Guiding Principles

16-
18

- **Unique schools at the heart of their communities**
- **Primary, Early Years and inclusion experts**
- **Committed to an ethic of excellence**
- **Led by local Headteachers and Deputy Headteachers who know their communities best**
- **Supported by strong local governance, representative of each individual school's community**
- **There to serve every child and family. Our schools are inclusive welcoming and helpful**
- **Engaged in world-class, evidence-informed pedagogy to develop and share across our Trust**
- **Provide a diverse and engaging curriculum which inspires joy and deep learning**
- **Committed to professional growth programmes for staff at every level**
- **Contributors to school improvement through collective strength and a combined capacity**
- **Outward facing and committed to serving the system beyond our own Trust**
- **Places where everyone gives and everyone receives in their professional capacity**





**The
audacious
long-term
goal**

To be the leading Primary and Early Years Trust in the South West and a leading voice in Primary and Early Years education.

**Our
Purpose...**
It's why we
exist

To provide excellence in Primary and Early Years education for the children we serve and the communities they live in.



**Our
vision...**

It's what we
will achieve

Everyone will feel they **belong** to a strong community, they will experience personal **growth** as people and learners; everyone will **succeed** through an ethic of excellence.

All feel they belong



All have opportunities to grow



All succeed



Our
values...
It's how we
will act



Kindness



Integrity



Aspiration





The Leaf Trust

Belong Grow Succeed

Four Key Questions to ask:

Sir David Carter



- What is it like to be educated in our schools and trust?
- What is it like to be employed in our schools and trust?
- What is like to have our schools and trust in our communities?
- How will our schools and trust make the system better?



What is it like to be educated in our schools and trust?



The core function of a trust is to ensure that every child has a great education every day. That every child feels they belong and everyone succeeds. This is achieved through:

- School improvement offer
- Inclusion strategy
- Wider opportunities



What is it like to be educated in our schools and trust?

1. Improving the quality of education for all pupils
2. Increased opportunities for pupils to learn from expert teachers and specialist staff. Shared best practice to support vulnerable and disadvantaged pupils.
3. Improved shared access to resources and provision of specialist support not affordable for a single school, e.g., SEND, speech and language, mental health sensory play equipment, IT technician.
4. MAT leadership would provide more freedom for Headteachers to focus on the quality of teaching and learning, ensuring all children are ready to learn, make progress and achieve.





What is it like to be educated in our schools and trust?



- Pupils would benefit from schools that work more efficiently to create cost savings and bid for additional funding grants only available to academies:
 - ❖ Trust Capacity Fund – to increase capacity to manage support services, e.g. finance, estate management, catering, HR, IT
 - ❖ Sponsor Grants – to support under-performing schools and improve standards & outcomes
 - ❖ School Condition Allocation – to help maintain and improve school buildings.
- Pupils could benefit from shared enrichment and extra-curricular activities, which become affordable when more children participate and promote inter-academy friendships, e.g., trips and sports matches.



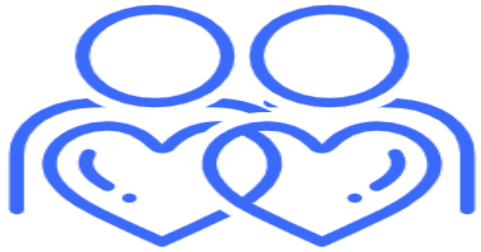
What is it like to be educated in our schools and trust?

Improvement model

Everyone contributes and
everyone gains



What is it like to be educated in our schools and trust?



Belong:



Grow:



Succeed:



What is it like to be employed in our schools and trust?

“Train people well enough so they can leave, treat them well enough so they don’t want to” Richard Branson

- Adhere to teachers’ pay and conditions, and the Burgundy book
- Maintain pensions
- Enhanced development pathways for all staff
- Additional opportunities
- Long service award
- Collaboration
- Wellbeing support
- Additional benefits
- Engagement with unions



What is like to have our schools and trust in our communities?

Staff and children need to feel that they belong, to have a sense of community, to have a voice and agency:

- Headteachers and Deputy Headteachers
- The language of schools
- Ethos and identity
- Local governance

Shout the name of the school, whisper the name of the trust



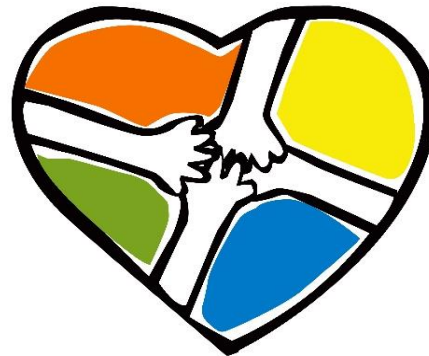
What is like to have our schools and trust in our communities?

Stakeholder Group	Intent and Duty	Provision
Pupils and Families	The promotion of the highest quality worship, reflection and spirituality An inspiring experience for all, that promotes life in fullness Connectivity with God and Living a Full Life	Schools, churches and families working together Pupil voice Pupils leadership groups, prayer groups Enhanced RE provision with promotion of academia and theology Promotion and teaching of fundamental British and Christian values of respect and tolerance, transcending all faiths and world views
Community	Strong support mechanisms for families – SEMH Development of broad world views and active advocacy Shared, adaptable approaches and spaces for celebration and reflection	Faith groups, community events, open church opportunities Engagement with global initiatives and Christian charities Local church groups Exhibitions and celebrations that span settings Organic and flexible approaches that meet the modern world – inclusive of all
School Community	Church schools acting as role models of flourishing communities Strong relations to and contact with the church family Faith visibility through action and school environments Music, song and Christian celebration	Prayer spaces and reflection areas Opportunities for rich worship and prayer, visiting leaders enhancing quality worship Annual calendar of events, planned coming together at Christian festivals and national events Professional development led by church schools for all Community hospitality events
Early Teachers, Teachers and Developing Leaders	Induction and training offer that is the highest quality Purposeful, amazing environments Church of England NPQs promoted Signposting to further study and reflective routes	Full engagement and participation in Diocese training offer for staff Contribution to wider church school networks within Local Authorities and other Trusts, faith and none Connectivity with all, unapologetically reaching out to others
Senior Leaders	Development of knowledge of leadership in a church community Support for the responsibility of church school leadership	Senior Church of England NPQs promoted Engagement in training offer for Headteachers from Bristol Diocese Mentoring and supervision



What is like to have our schools and trust in our communities?

Stakeholder Group	Intent and Duty	Provision
Professional Service Level Leaders	All Executive officers understand the Christian character of church schools Actively ensure all schools have a strong Christian distinctiveness and to assure the quality	High quality induction for Executive officers and training in Church of England Vision for Education Partnership work with DBAT – collaboration not competition Qualified SIAMS lead in Professional Services Offer Named officer from professional services team to ensure and assure intent and quality Headteacher lead for termly Christian network to grow and flourish Mentoring for the deep responsibility of church leadership with named liaison contact for Bristol Diocese. Teaching of history and foundation
Local Committees	Committee membership structure Specific responsibility within ToR for upholding and unashamedly growing Christian character	2 Foundation Governors approved by Bristol Diocese Network for Foundation Governors
Members and Trustees	Committee membership structure Minority articles of association	Members 1 place in 4 reserved for the Bishop Trustees 2 places in 10 reserved for Church of England colleagues Specialist Christian ethos training for Governance Professional Promotion of gateway into the Diocese, for all schools



Finance



- Top slice model
- Financial stability/economies of scale
- Trust improvement grant
- Capital



It looks
and feels
like
family...



Why we want to join the Leaf Trust?



Stay the Same

The school name and identity including uniform and logo

The school staff including Headteacher, Deputy etc.

School curriculum and ways we teach

Collaboration with others both part of the trust and beyond

Change

The legal status of the school

Trust would receive its funding directly from the DFE

All staff would be employed by the trust

A single trust governing board would be responsible for the educational and financial performance of schools.



Consultation Timeline

3rd October Formal
consultation begins

11th November
consultation ends

3rd – 21st October
Consultation events

January
Governing bodies
evaluate responses
from consultation and
due diligence and
make final decision



How to participate in the formal consultation:

Please use the link provided to complete a short online questionnaire by **3PM FRIDAY 11 November 2022**.

This weblink can be found in the formal consultation letter sent home. A copy of it has been published on the Trust's website.

Hardcopies of the questionnaire are available from the school office.



Introducing Claire Emery, Project Manager



Managing Director of Emery Support Services,
based in Bristol.

Specialist in academy trust governance &
compliance, project & change management,
board training and evaluation.

Experienced MAT Board Chair and Member.
Currently IEB Chair for secondary school in
Taunton





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Martin Luther King Jr.



Questions

