



STAKEHOLDER CONSULTATION REPORT

September 2023

Introduction

This report has been prepared for the governors of the Ursuline High School, Wimbledon, and describes the consultation process that has taken place on the proposed conversion of the school, into an academy as a member of the newly formed Sancta Familia Catholic Academy Trust (CAT).

The stakeholder consultation has been carried out in accordance with the Academies Act (2010), which states:

Consultation about conversion: schools not eligible for intervention

(1) Before a maintained school in England is converted into an Academy, the school's governing body must consult such persons as they think appropriate about whether the conversion should take place.

(2) But this section does not apply if an Academy order under section 4(A1) or (1)(b) has effect in respect of the school.

(3) Consultation for the purposes of this section may be carried out before or after an Academy order, or an application for an Academy order, has been made in respect of the school.

(4) In the case of a federated school, the reference in subsection (1) to the governing body includes a reference to any members of the governing body.

Context and Purpose of Consultation

An application has recently been made to the Department for Education to establish a new Catholic Academy Trust (CAT) serving Catholic schools in Merton, Sutton and Croydon. There are currently 15 schools that propose to join Sancta Familia CAT, and these are:

- St Philomena's Catholic High School for Girls (11-18)
- St Mary's RC Infants School
- St Mary's RC Junior School
- St Elphege's RC Infants School
- St Elphege's RC Junior School
- Regina Coeli Catholic Primary School
- St Cecilia's Catholic Primary School
- Ursuline High School Wimbledon (11-18)
- Wimbledon College (11-18)
- Sacred Heart Catholic Primary School
- St John Fisher RC Primary School
- St Thomas of Canterbury Catholic Primary School
- St Teresa's Catholic Primary School
- SS Peter and Paul Catholic Primary School
- St Mary's Catholic Primary School, Wimbledon

All schools involved in this partnership have worked together to develop a shared vision around advancing and securing Catholic education as well as the values which will underpin the development of proposals to establish a new Catholic Academy Trust. The schools proposing to join Sancta Familia

plan to join in two tranches. The first tranche of schools consists of: St John Fisher RC Primary School, the Federation of St Elphege's and Regina Coeli, St Philomena's Catholic High School for Girls, Ursuline High School, and St Mary's Catholic Primary School, Wimbledon.

The purpose of stakeholder consultation was to engage with the school's community and stakeholders on why the school is considering academy status, what academy status means for the school, and what will and will not change. Through consultation, stakeholders have had the opportunity to ask questions, make comments on the proposal and share their views. Ultimately, academy conversion is the decision of the Governing Body and as such, the purpose of consultation has not been to seek a mandate from stakeholders, rather to identify if there is any significant objection to the Governing Body's proposal.

Consultation Activity

The consultation process has been led by the Headteacher (both former and current) and Governing Body with support from the Sancta Familia CAT Steering Group. The Steering Group comprises Headteachers, Executive Headteachers and Chairs or Vice Chairs of Governors from each of the 15 schools proposing to join Sancta Familia, who as a representative group have provided strategic direction in the formation of the CAT.

The consultation period commenced on Monday 19th June 2023 and ran for a period of 5 weeks ending on Monday 11th September 2023. The Academies Act (2010) does not specify a timeframe for consultation, but DfE guidance states:

'Your governing body must consult formally about your school's plans to convert to an academy with anyone who they think will have an interest in your school changing its status. This will include staff members and parents, but you should also involve pupils and the wider local community.'

The law doesn't specify how long the consultation should last, but it is important that you can show that interested groups, individuals and organisations have had a reasonable opportunity to respond.'

<https://www.gov.uk/guidance/convert-to-an-academy-information-for-schools/3-prepare-for-conversion#consultation>.

Representatives from the school have made clear the implications of conversion through the distribution of information to the school's main stakeholders, co-ordinated with other schools completing similar consultation to ensure consistency of information shared. A microsite has been developed and used by the 7 schools currently consulting on becoming an academy, joining Sancta Familia CAT. The shared website includes all the relevant information surrounding the academisation process including the CAT establishment, Frequently Asked Questions (FAQ), the proposed CAT's vision and values and development principles.

In addition to the microsite, consultation meetings have been held throughout the consultation period, giving stakeholders an opportunity to ask questions and raise any potential concerns.

Feedback has been sought in face-to-face meetings and through the use of an online 'contact us' page via the microsite. All enquiries made through the website were monitored by a representative of the Steering Group, shared with the relevant schools and responses collated accordingly.

A timeline of activity is provided below:

Date	Activity
14/06/23	Steering Group approve final consultation documentation
16/06/23	Microsite live
19/06/23	Consultation Begins
19/06/23	Information for staff distributed by email and/or hard copy

20/06/23	Information for parents/carers distributed by email and/or hard copy
	School website updated with link to Sancta Familia Consultation Microsite
	School social media accounts publicise link to Sancta Familia Consultation Microsite
21/06/23	Information for wider stakeholders distributed by email
19/06/23 – 14/07/23	Online feedback form monitored daily
26/06/23 – 14/07/23	Consultation meetings completed with: Staff Parents/Carers School Council
05/09/23	Meeting with Regional Trade Union representatives
11/09/23	Consultation Ends
14/09/23	Consultation report provided to Governing Body
w/c 18/09/23	Updated FAQs distributed based on consultation feedback/questions to date
By 01/11/23	GB confirm whether significant objection to academy conversion has been identified through consultation.

Stakeholders Consulted:

Stakeholder Group	Method of Communication
Pupils	<ul style="list-style-type: none"> Information shared with School Council. Information available on consultation microsite.
Staff and Trade Unions	<ul style="list-style-type: none"> Information letter and comprehensive staff FAQs sent directly by email and/or hard copy. Consultation meetings with staff and Trade Union representatives. Information available on consultation microsite.
Parents/carers	<ul style="list-style-type: none"> Information sent directly by email and/or hard copy. Information available on consultation microsite. Open consultation meetings .
Wider Parish	<ul style="list-style-type: none"> Text included in Parish newsletter giving information on consultation activity and directing Parishioners to the microsite where further detailed information can be found.
Primary, Secondary, AP and special schools in the area	<ul style="list-style-type: none"> Consultation information sent by email directly to settings within a 3-mile radius of each school (see appendix A for settings contacted). Information available on consultation microsite.
Local Authority	<ul style="list-style-type: none"> Consultation email sent to relevant representatives of the Local Authorities (see appendix A).

Consultation Feedback

Ursuline High School

Questions received by the school in consultation meetings with parents (13/07/2023) and staff (17/07/2023) showed a high level of understanding by stakeholders.

The staff consultation meeting was well attended, with almost 1/3 of staff attending. Staff were fully engaged and asked pertinent questions, most of which have already been included in the FAQs but staff wished to seek further reassurance.

The parent/carer consultation meeting at Ursuline High School meeting had a low attendance, with only 2 parents attending out of a student population of 1400. One of the parents had gone through academisation at her daughter's primary school, so asked very relevant questions, similar to questions raised in the staff consultation meeting. Another parent asked questions regarding governance and finance. No specific objections to the proposal were noted as part of the meetings.

There was a low online response rate from stakeholders connected to Ursuline High School specifically, with only 1 stakeholder submitting their questions using this method. However, overall, across the 7 schools coordinating their consultations on joining Sancta Familia CAT, the online engagement and response rate was encouraging (see below). Any questions raised in meetings and via the online consultation, either concerning Ursuline High School or the wider CAT and the schools proposing to join, were answered fully by the school and steering group.

Coordinated Consultation

Whilst the Governing Body is asked to consider whether any significant objection has been recorded as part of the stakeholder consultation completed under the Academies Act (2010) for their school, it is also important to consider any wider feedback received across all the schools proposing to join Sancta Familia CAT, as this may be relevant in Governor's decision-making.

All schools completing coordinated consultation have hosted face to face meetings to ensure their main stakeholders have had sufficient opportunity to ask questions and share feedback. Attendances in the meetings has averaged at between 5 and 10 attendees. The lowest attendance at a parent/carer meeting was 2, and the highest was 16.

The shared consultation microsite recorded a total of 3777 visitors between the months of June and September. A total of 18 questions were received and responses were issued directly to the respondent by email by a representative of the Steering Group.

The high engagement rate recorded in terms of visitors to the consultation microsite, and the number of questions submitted, suggests that stakeholders across the schools were able to actively participate in the consultation and provide their feedback, ask questions and share concerns.

A full list of questions submitted via the consultation microsite, can be found in Appendix C. Questions from parents/carers tended to focus on the retention of funding for their individual school as well as ensuring that the unique characteristics of each school were protected and not diluted as part of a CAT. Questions from staff were mainly focussed on the protection of terms and conditions, ongoing access to pensions, and expectations for staff to work in other schools within the CAT.

A joint meeting for Trade Union representatives was held on 5th September 2023, with appropriate regional Trade Union representatives invited to attend. Representatives from the National Education Union (NEU) and National Association of Headteachers (NAHT) attended the meeting. The Chair of the Steering Group led the meeting and provided a detailed rationale for the establishment of the Trust as well as the intention of all schools involved to continue to work positively with Trade Union colleagues to ensure high standards of working conditions for all staff. An update was provided on the

consultation activity completed to date and Trade Union representatives were invited to pass on any feedback, questions or concerns from their members.

Discussions were extremely constructive with debate around the timing of stakeholder consultation, i.e., consulting before specifics around contractual terms can be provided to reassure staff vs. consulting after these decisions have been made – effectively making the consultation a ‘fait accompli’.

Feedback was provided, and concerns raised, around the number of schools joining the CAT and an alternative proposal was suggested around having CATs with a smaller number of schools within each Local Authority area, therefore mitigating risks around differences in individual pay scales and terms and conditions.

Some misconceptions around Diocesan involvement, other schools who may wish to join Sancta Familia, and the intention of schools in the wider Croydon area were addressed in the meeting.

Conclusion and Next Steps

The consultation process has been completed in line with the Academies Act (2010) and subsequent DfE guidance notes. A wide range of stakeholders have engaged with the process, including parents and carers and staff. Attendance numbers at consultation meetings at Ursuline High School were low in comparison to the other schools currently consulting. However, those that did attend were fully engaged in the process and a number of questions were raised and answered by the Headteacher and governors.

The governors of Ursuline High School will meet to discuss the outcomes of the stakeholder consultation and will identify if there has been any significant objection(s) to moving forward with the proposal to convert to academy status establishing and joining Sancta Familia Catholic Academy Trust.

For clarity, ‘significant objection’ in this context can be defined as any information or feedback that causes governors to question their original decision to pursue academy status. This is most likely to be any information that comes to light, or that hasn’t previously been considered, that may mean the decision will have a negative impact on the school, staff, children and community.

The decision of governors should be shared with stakeholders as soon as possible and it is recommended that this report is shared online.

Appendices

Appendix A- Stakeholder's Consultation Contact List.

<u>Local Parishes</u>		
<u>Parish</u>	<u>Locality</u>	
Sacred Heart	Wimbledon	
Holy Cross	Carshalton	
St Teresa's	Merton	
SS Peter and Paul	Mitcham	
St Cecilia's	North Cheam	
St John the Baptist	Purley	
St Mary's	Croydon	
St John Fisher	Merton	
St Winfried	Winfried	
St Elphege's	Wallington	
St Gertrude's	Sanderstead	
St Dominic's	Waddon	
Holy Family	Sanderstead	
St Columba's	Selsdon	
<u>Local Authorities</u>		
<u>Contact</u>	<u>Position</u>	<u>LA Name</u>
Jane McSherry	Executive Director of Children, Lifelong Learning and Families	Merton
Jonathan Williams	Acting Director of Children's Services	Sutton
Joanna Cassey	Managing Director, Cognus	Sutton
Debbie Jones	Interim Director of Children's Services	Croydon
<u>Education</u>		
<u>School Name</u>	<u>Phase</u>	<u>LA Name</u>
Abbotsbury Primary School	Primary	Merton
All Saints' Primary School	Primary	Merton
Aragon Primary School	Primary	Merton
Beecholme Primary School	Primary	Merton
Benedict Academy	Primary	Merton
Bishop Gilpin Church of England Primary School	Primary	Merton
Bond Primary School	Primary	Merton
Cranmer Primary School	Primary	Merton
Dundonald Primary School	Primary	Merton
Garfield Primary School	Primary	Merton
Gorringe Park Primary School	Primary	Merton
Harris Primary Academy Merton	Primary	Merton
Haslemere Primary School	Primary	Merton
Hatfeild Primary School	Primary	Merton
Hillcross Primary School	Primary	Merton
Hollymount Primary School	Primary	Merton

Holy Trinity C of E Primary School	Primary	Merton
Joseph Hood Primary School	Primary	Merton
Liberty Primary School	Primary	Merton
Links Primary School	Primary	Merton
Lonesome Primary School	Primary	Merton
Malmesbury Primary School	Primary	Merton
Merton Abbey Primary School	Primary	Merton
Merton Park Primary School	Primary	Merton
Morden Primary School	Primary	Merton
Park Academy	Primary	Merton
Pelham Primary School	Primary	Merton
Poplar Primary School	Primary	Merton
Singlegate Primary School	Primary	Merton
St Mark's Primary School	Primary	Merton
St Matthew's C of E Primary School	Primary	Merton
Stanford Primary School	Primary	Merton
The Sherwood School	Primary	Merton
The Priory C of E Primary School	Primary	Merton
West Wimbledon Primary School	Primary	Merton
William Morris Primary School	Primary	Merton
Wimbledon Chase Primary School	Primary	Merton
Wimbledon Park Primary School	Primary	Merton
Harris Academy Merton	Secondary	Merton
Harris Academy Morden	Secondary	Merton
Harris Academy Wimbledon	Secondary	Merton
Raynes Park High School	Secondary	Merton
Ricards Lodge High School	Secondary	Merton
Rutlish School	Secondary	Merton
St Mark's Church of England Academy	Secondary	Merton
Harris Academy Merton sixth form	Post-16	Merton
Harris Academy Morden sixth form	Post-16	Merton
Raynes Park High School sixth form	Post-16	Merton
Ricards Lodge sixth form (RR6)	Post-16	Merton
Rutlish sixth form (RR6)	Post-16	Merton
Merton College 16-18s	Post-16	Merton

St Mark's Church of England Academy sixth form	Post-16	Merton
All Saints Benhilton Primary	Primary	Sutton
All Saints Carshalton	Primary	Sutton
Avenue Primary Academy	Primary	Sutton
Bandon Hill Primary School	Primary	Sutton
Barrow Hedges Primary School	Primary	Sutton
Beddington Infants	Primary	Sutton
Beddington Park Primary	Primary	Sutton
Brookfield Primary Academy (LEO Trust)	Primary	Sutton
Carew Academy - For students with Moderate Learning Difficulties and those with a diagnosis of Autism Spectrum Disorder (ASD).	Primary	Sutton
Cheam Commons Infants' School	Primary	Sutton
Cheam Common Junior Academy	Primary	Sutton
Cheam Fields Primary Academy	Primary	Sutton
Cheam Park Farm Primary School	Primary	Sutton
Culvers House Primary School	Primary	Sutton
Devonshire Primary School	Primary	Sutton
Dorchester Primary School	Primary	Sutton
Foresters Primary School	Primary	Sutton
Green Wrythe Primary School	Primary	Sutton
Green Wrythe Primary School - Rainbow ASD Unit	Primary	Sutton
Hackbridge Primary School	Primary	Sutton
Harris Junior Academy Carshalton	Primary	Sutton
High View Primary School	Primary	Sutton
Holy Trinity Junior School	Primary	Sutton
Manor Park Primary School	Primary	Sutton
Muschamp Primary School	Primary	Sutton
Muschamp Language Opportunity Base	Primary	Sutton
Nonsuch Primary School	Primary	Sutton
Robin Hood Junior School	Primary	Sutton
Rushy Meadow Primary Academy	Primary	Sutton
Rushey Meadow Primary Hearing Impaired Resource Unit	Primary	Sutton

Sherwood Park School	Primary	Sutton
Sherwood Park School (Sherwood Hill Campus)	Primary	Sutton
Spencer Nursery School	Primary	Sutton
St Dunstan's Cheam CofE Primary School	Primary	Sutton
Stanley Park Infants' School	Primary	Sutton
Stanley Park Junior School	Primary	Sutton
The Federation of Thomas Wall Nursery and Robin Hood Infants School	Primary	Sutton
The Link Primary School- for pupils mainly with speech, language and communication needs	Primary	Sutton
Tweedale Primary School	Primary	Sutton
Victor Seymour Infants	Primary	Sutton
Wallington Primary Academy	Primary	Sutton
Wandle Valley Academy	Primary	Sutton
Westbourne Primary School	Primary	Sutton
Wood Field Primary School	Primary	Sutton
Woodfield Primary School - Oakfield Base	Primary	Sutton
Carshalton Boys Sports College	Secondary	Sutton
Carshalton High School for Girls	Secondary	Sutton
Cheam High School	Secondary	Sutton
Cheam High Post 16 MLD Base	Secondary	Sutton
Glenthorne High School	Secondary	Sutton
Glenthorne High School ASD Base	Secondary	Sutton
Greenshaw High School	Secondary	Sutton
Greenshaw High School Speech & Language Base	Secondary	Sutton
Harris Academy Sutton	Secondary	Sutton
Nonsuch High School for Girls	Secondary	Sutton
Oaks Park High	Secondary	Sutton
Oaks Park Horizon Base	Secondary	Sutton
Overton Grange School	Secondary	Sutton
Sherwood Park School	Secondary	Sutton
STARS	Secondary	Sutton
Sutton Grammar School	Secondary	Sutton
The John Fisher School	Secondary	Sutton
The Limes College	Secondary	Sutton
Wallington County Grammar School	Secondary	Sutton

Wallington high School for Girls	Secondary	Sutton
Wandle Valley School - for pupils with social, emotional and behavioural difficulties	Secondary	Sutton
Wilson's School	Secondary	Sutton
East Surrey College	Post-16	Sutton
Croydon College	Post-16	Sutton
South Thames College Group	Post-16	Sutton
Nescot College	Post-16	Sutton
Orchard Hill College	Post-16	Sutton
Aerodrome Primary Academy	Primary	Croydon
Applegarth Academy - STEP Academy Trust	Primary	Croydon
Atwood Primary School - The Pegasus Academy Trust	Primary	Croydon
Beaumont Primary School	Primary	Croydon
Castle Hill Academy	Primary	Croydon
Chipstead Valley Primary School	Primary	Croydon
Christ Church CofE Primary School	Primary	Croydon
Coulsdon CofE Primary School	Primary	Croydon
Fairchildes Primary School	Primary	Croydon
Forestdale Primary School	Primary	Croydon
Gonville Academy – STEP Academy Trust	Primary	Croydon
Good Shepherd Catholic Primary and Nursery School	Primary	Croydon
Greenvale Primary School	Primary	Croydon
Gresham Primary School	Primary	Croydon
Harris Primary Academy Benson	Primary	Croydon
Harris Primary Academy Croydon	Primary	Croydon
Harris Primary Academy Kenley	Primary	Croydon
Harris Primary Academy Purley Way	Primary	Croydon
Heathfield Academy - Step Academy Trust	Primary	Croydon
Howard Primary School	Primary	Croydon
Kenley Primary School	Primary	Croydon
Keston Primary School	Primary	Croydon
Margaret Roper Catholic Primary School	Primary	Croydon
New Valley Primary School	Primary	Croydon
Oasis Academy Byron	Primary	Croydon

Purley Nursery School	Primary	Croydon
Purley Oaks Primary School, Nursery and Children's Centre	Primary	Croydon
Quest Primary School	Primary	Croydon
Ridgeway Primary School and Nursery	Primary	Croydon
Rowdown Primary School – FACT Academy	Primary	Croydon
Selsdon Primary and Nursery School	Primary	Croydon
Smitham Primary School	Primary	Croydon
St Aidan's RC Primary School	Primary	Croydon
St Peter's Primary School	Primary	Croydon
The Hayes Primary School	Primary	Croydon
Woodcote Primary School - The Pioneer Academy	Primary	Croydon
Coombe Wood School	Secondary	Croydon
Harris Academy Purley	Secondary	Croydon
Meridian High School	Secondary	Croydon
Oasis Academy Coulsdon	Secondary	Croydon
Riddlesdown Collegiate	Secondary	Croydon
The Quest Academy	Secondary	Croydon
Thomas More Catholic School	Secondary	Croydon
Woodcote High School	Secondary	Croydon
Trade Unions		
Trade Union	Area	
NEU	Merton	
NEU	Sutton	
NEU	Croydon	
NASUWT	Merton	
NASUWT	Sutton	
NASUWT	Croydon	
Unison	Sutton	
Unison	Merton	
Unison	Croydon	
GMB	Sutton	
GMB	Merton	
GMB	Croydon	
ASCL	London Region	
Voice the Union (Community TU)		
Unite the Union	London Region	

Appendix B- Consultation questions / comments received Via the Sancta Familia Consultation Micro-site.

Communication Method	CAT or School Name	Stakeholder Type	Comment/ Question
Microsite Enquiry	St Elphege's RC Infants	Staff	Please would you advise if my current pension plan will remain the same after the accadamisation. Thank you.
Microsite Enquiry	Regina Coeli	Staff	<ol style="list-style-type: none"> 1. How much will be left for pupils once legal fees for joining the MAT are covered? 2. Would the executive Head teacher have the authority to send us to teach in a different school within the MAT? 3. How much of Regina Coeli budget will be paid as a top slice to the MAT? 4. If the trust buys into services for all the schools how much of these will Regina Coeli be allocated? eg Ed psychology service, SALT etc. 5. How will it be guaranteed that the money will be shared fairly according to the needs of the pupils? 6. What about the other schools in the MAT that are in deficit budget. Will Regina Coeli have to subsidise the other schools to make up for a short fall?
Microsite Enquiry	St Mary's Catholic Primary School	Staff	<p>Thank you for providing Staff FAQs V3 Final document which is helpful. I read the document and I have the following questions:</p> <ol style="list-style-type: none"> 1. The document mentions the Burgundy Book which relates to teachers' terms and conditions. However, the document does not mention the Green Book, which is the document used for terms and conditions for non-teaching staff. Considering that the majority of staff in the school are not teaching staff - I am concerned that there are no reference of the Green Book. Does it mean the Green Book will not be used for the conversion? Can you please amend Staff FAQs V3 Final document clearly stating that the non teaching staff Green Book will be used for the conversion? 2. I am concerned about the scope of the Staff FAQs V3 Final document. Most answers relating to staff terms and conditions only cover what will happen up to the conversion. I cannot see clarity in what will happen after the conversion. It is evident that a new organisation will have a different structure so surely this will affect staff structures in the future and there must be views forming on what this will look like. This is a concern to me and I would be grateful if you could provide information on this. <p>Many thanks</p>

Microsite Enquiry	CAT	Other	<p>Hi</p> <p>Have just come across your site and wanted to take the opportunity to tell you guys that the idea of setting up a Catholic Academy trust is brilliant.</p> <p>We are from Aberdeen and am not sure if this is common knowledge but we have 3 Catholic primary schools (Holy Family, St. Peters and St. Joseph's) but not a single Catholic secondary school, be it in the city or the shire. There has been an increase in the public demand for a Catholic secondary school within the city and was just curious to know if there was any possibility of Sancta Familia having a joint discussion with the Archdiocese of Aberdeen to discuss avenues of all the 3 Catholic primary schools coming together to form a trust which would then probably birth a Catholic secondary school, within the same trust. Any advice from your end would also be appreciated.</p>
Microsite Enquiry	St Philomena's	Staff	<p>School recently had a staff meeting regarding the change to Academy. A lot of the teachers unions were listed for contacts within this meeting. However Unison and other support staff unions were not included.</p> <p>I also have just under six years left before retirement. My pension is currently with LGPS as with other support staff. I am concerned how my pension will be affected in its final few years.</p>
Microsite Enquiry	St Philomena's	Staff	<p>I noticed on the slide show to staff that consultations will take place with teaching trade unions, but no Support Staff unions were listed. There are members of Unison, GMB and Unite in school. Will these unions also be included?</p> <p>Thank you</p>
Microsite Enquiry	St Philomena's	Staff	<p>As all VA schools currently pay 10% towards building works and have Charities/Funds to raise these donations, can you please advise what will happen-as in an Accadamy we would not be required to pay 10%? Our parents have paid into our charity to maintain our school, which is a Grade 2 listed building- would the charity keep its funds? We have spent years raising donations so we can keep our school in a reasonable condition. We have extensive grounds and buildings to maintain and this would be a concern. Also our parents would expect their donations to repair their school and other schools parents would probally feel the same.</p>

<p>Microsite Enquiry</p>	<p>St Mary's</p>	<p>Parent</p>	<ol style="list-style-type: none"> 1. If this is a consultation phase, why has an application already been made to the Department for Education to establish a new Catholic Academy? 2. Would it be in the school's best interest to join tranche 1 of the new Catholic Academy? 3. Would being part of a Catholic Academy Trust improve the school's Ofsted rating? 4. Would the new Catholic Academy Trust be required to include parent representatives on the local governing body? 5. Would the Catholic Academy Trust board make the final decision for the local school governing body? 6. Is joining the Catholic Academy Trust irreversible? What protection does the school have in the event that it does not work out?
<p>Microsite Enquiry</p>	<p>St Philomena's</p>	<p>Governor</p>	<p>Can a headteacher or deputy head be transferred to another school within the Trust. For example if one of the schools within the Trust is without a Headteacher for whatever reason i.e. retires or resigns and the post has not been successfully filled?</p>
<p>Microsite Enquiry</p>	<p>St Philomena's</p>	<p>Parent</p>	<p>So if this is a consultation, why are you writing in your proposal "when " instead of "if". Is this really a consultation or has this been decided already and parents are being presented by finalised decisions like introducing an entire new form to St Philomena's as of this year? My questions are? If there is no financial benefit to St Philomena's and there is no change to the children , then why do it? I just can't see any beneficial points? What are the financial risks of a merger to St Philomena's? What if one of the other schools gets into financial difficulties? Would St Philomena's loose funds to bail them out? What about staffing levels? Will they stay the same? Would St Philomena's keep Mrs Noone as a head? The information letter says that the uniform wont change, but the fact that St Philomena's specific and un-generic uniform policy is a complete and continuous financial strain on parents due to the poor quality of items such as the bags. Is the school at some point going to comply with government guidelines and introduce generic items that can be purchased at high street shops.</p> <p>This seems to be a very risky enterprise if there are no financial or other gains to the school grounds/ upkeep or the students.</p>

Microsite Enquiry	CAT	Community member, parishioner and ex chair of a Governing body	<p>There is no reference in your account of who exactly has set up the Academy Trust which you are referring to. . Who are the Directors and Executive officers.? What is their individual experience and expertise? What are its values?. A Latin title is interesting! How forward thinking are you? What ethos would you seek to develop. How free would individual school be to respond to local needs etc.</p> <p>What are you qualifications and experience. ?</p> <p>How can people be expected to support an unknown entity. All we have is series of titles and good intentions.</p>
Microsite Enquiry	CAT	Parishioner at St. John Fisher	<ol style="list-style-type: none"> 1. The consultation process is flawed as it runs over the school summer holidays when many parents, guardians, carers, pupils and staff will be away some or all of the six-weeks. To rectify this the consultation should be re-run from the start of September 2023. If this is not practicable, then the deadline for the end of the consultation should be extended for six weeks. 2. The consultation, perhaps unitentionally, discriminates against people whose first language is not English; are blind or visually impaired or have a learning disability. The consultation provides Easy Read format; has no functionality to translate to a language other then English or large format for people who are visually impaired. There is no version of the consultation document in a format that can be accessed and understood by primary school pupils. 3. The consultation, perhaps unitentionally, discriminates against people on low incomes who are less likely to have access to the internet and people who do not have access to the internet. The consultation appears to have, perhaps unitentionally, only been designed for people who have ready access to the internet, are literate and whose first language is English. 4. Based upon the information on the web-site, there are no arrangements for people to access hard copies of the consultation documents. Other public consultations make such resources available at local libraries or council offices. Such arrangements would address some of the access issues identified above. Schools are not an appropriate venue as the current consultation runs across the school holidays. 5. There is no explanation for the proposal to have schools move in to the proposed academy trust in different phases. This is only likely to cause confusion and distress for staff, pupils and parents. One is left to wonder whether there is some hidden agenda behind this approach e.g. moving in to the trust prior to a general election? 6. The proposal is clear that if adopted, the CAT will have a central team including a Chief Executive Officer and a Director of Finance. These are costs that the present schools

			<p>do not have to fund. Hence, the proposed central team - whatever its size - will take money from the individual schools at the very time when school-budgets are already too small and over-stretched. As a result the CAT appears to be, perhaps unintentionally, designed to financially benefit few very senior people and take money away from ordinary teachers, pupils and parents.</p> <p>7. As the proposed CAT includes both secondary and primary schools there is the inherent risk that it becomes dominated by the financial agendas of the secondary schools. Secondary schools to be included in the CAT are under major financial pressure with not all schools in the proposed CAT having full rolls. This financial strain runs the very real risk that the budgets and staffing at the primary schools are sacrificed to keep the secondary schools financially afloat.</p> <p>8. As the proposed CAT includes a number of secondary schools it would appear reasonable that its Chief Executive Officer and Director of Finance will be drawn from either the private sector or the secondary school sector. This may well result in the needs of the primary schools being minimised or lost when resources are being allocated.</p> <p>9. It has been made clear that the proposed CAT cannot offer continuity of service between institutions in the the CAT and organisations outside of it. This appears to be a "restraint on trade" and as such may be unlawful. Perhaps more significantly the absence of continuity of service is likely to have a very negative impact on the recruitment and retention of staff as well as the pay and pensions of staff.</p> <p>10. The proposals for the CAT are silent on which trades unions will be recognised should the CAT be established in phase 1 or subsequent phases.</p> <p>11. The CAT proposal fails to resolve the issue of Inner and Outer London Weighting for both teachers and non-teaching staff. The proposal for the CAT gives the impression that the CAT will be the employer for all staff. If this is correct, then the CAT will be able to require staff to work across or between the constituent schools. As a direct consequence of this there will be an impact on staff current pay and pensions. For example teachers currently working in the London Borough of Merton receive the Inner London Weighting and this is reflected in their pension. If the CAT is established and those staff are then required to work in, say, schools in the borough of Sutton, then those staff will lose their London Weighting affecting both their current pay and pensions.</p> <p>11. The CAT proposals are silent about what would happen if it were established and then additional institutions wished to join it. Would staff be required to work at those new</p>
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Microsite Enquiry	St Philomena's	Member of staff - teacher	<p>Thank you for the helpful FAQs provided by the proposed CAT.</p> <p>Several of the responses begin with the phrase 'There are no plans to.' Although I appreciate that this is the case as is stands, clearly these plans could change and could change without warning in the future. What further guarantees can you provide that these plans will continue into the years to come? Of particular interest to me, as longstanding member of staff, is the protection of the Burgundy Book and accompanying pay and conditions. Can there be an additional guarantee built into the agreement between schools that the rights set out in the Burgundy Book will be maintained indefinitely (with the only caveat being that this may change in line with wider national changes if a governmental decision is taken to change teachers' pay and conditions across the country)? Thank you.</p>
Microsite Enquiry	CAT	N/A	<p>Please can you tell me where I can find the names of the Board members or directors for the MAT. Thank you</p>

<p>Microsite Enquiry</p>	<p>St Mary's Catholic Primary School</p>	<p>Parent</p>	<p>As a parent I would like to see the NEU case below against academisation discussed and responded to:</p> <p>Joining a MAT is irreversible and offers no protection from a future transfer to another MAT A school cannot decide to leave a MAT voluntarily, either to re-join the LA or join another MAT. But if the MAT trust collapses, walks away or is forced to give up the school by the Government, it will be transferred to a new trust, and parents and staff will have no say on which MAT this is.</p> <p>Every year hundreds of academies are forced to move trusts, in a process known as “re-brokering” which involves DfE officials deciding on which MATs schools are transferred to.</p> <p>Joining a local MAT now does not mean your school won't end up as part of a national chain or larger MAT. The trend is towards consolidation into bigger MATs and the Government has said that it expects MATs to consist of at least ten schools or 7,500 pupils.</p> <p>MATs are less accountable to parents and the community There is no requirement for MATs to include parent representatives on the 'local' governing bodies of each academy, in fact some MATs have even abolished local bodies altogether.</p> <p>A House of Commons Public Accounts Committee report, Academy accounts and performance, January 2019, stated: “Parents and local people have to fight to obtain even basic information about their children's schools, and academy trusts do not do enough to communicate and explain decisions that affect the schools they are responsible for and how they are spending public money.”</p> <p>When a school joins a MAT it ceases to exist as a legal entity – instead the MAT board has the authority to decide which powers, if any, to delegate to local governing bodies. Furthermore, ultimate power in an academy trusts rests with its members (usually no more than four) who are the equivalent of shareholders in a commercial company. Members have the power to appoint and remove all serving trustees and change the trust's articles of association.</p> <p>Pupils in academies are more likely to be taught by an unqualified teacher A 2019 study published in the British Journal of Sociology Education confirmed that academies are more likely than other schools to employ teachers who are unqualified and that the percentage of teachers without qualified teacher status (QTS) in academies is rising compared with LA schools.</p>
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Microsite Enquiry	St Philomena's Catholic High School for Girls	Parent	<p>1) What will happen to the Teaching Schools?</p> <p>2) My school currently works with local partnerships of schools- will this change?</p> <p>3) When will we find out how much funding we will receive from the DfE?</p> <p>4) How many governing body meetings should be held during the process?</p> <p>5) What is the process for converting to academy status?</p> <p>6) Can we still use our local authority services after our conversion?</p> <p>7) How will the Catholicity of the Catholic Education Trusts be ensured?</p>
Microsite Enquiry	Ursuline High School	Parent	<p>Good morning, please find below my question:</p> <p>“The CAT’s role will be to provide support to our school ensuring that we continue to be a ‘Good’ school and strive to be an ‘Outstanding’ School”: what kind of support will the school receive by being part of a trust and in what way this differs from the current situation?</p> <p>“Governors have made it clear that academy status should not change all the things that work so well for our school.”: I am slightly concerned by how this is phrased. What does it mean that academy status “SHOULD” not change things that are working well. Does it mean that there is a chance that things might change? What clauses will be in place to make sure things which work are not changed?</p> <p>From the school letter it is not very clear what would be the benefits in terms of the education our children receive. Could you please clarify? Or is it just an administration exercise? And if so how have the benefits been quantified and what guarantees do we have that being part of a big organisation would not negatively impact the education received by the children? Again, from the letter I felt that around this last issues no certainties have been provided.</p> <p>Many Thanks for clarifying</p>
Microsite Enquiry	N/A	N/A	<p>Hello. I have a large number of questions and comments to submit on the proposed CAT. However, the feedback form provided only provides for a small text box (which I assume has a word count limit?). Is there an alternative means of providing feedback that is too large to submit via the contact form? Additionally, is the contact form set up to provide an emailed copy of the responses back to the sender (similar to Google forms?). Finally, who is responsible for monitoring and responding to the queries raised via the contact form?</p>