



North Cornwall Learning Trust  
*Working together for local children*

Public consultation

6 June 2018

To find out about the proposed cross-phase multi-school trust

1. Presentation – the background
2. Q&A session

# Shadow Trustees

## Chair of Shadow Board – Lyn Davis

- SJS Ruth Krolik and Jonathan Holt
- CPS Lyn Davis and Anne Howard
- Ott Julian Elson and Naomi Quinn
- StB/T Angela Clark and Rob Allingham
- Lee Bacchus, Executive Headteacher
- Helen Ward, Executive Headteacher
- Jon Lawrence, SJS and CEO

Advisor: Chief Financial Officer (CFO) Michele Bacchus

## We have tried informal partnership working – July 2010

- The aim of the Co-operative Trust was to encourage partner schools to work together.
- There were some successes (mainly events) but there was limited impact on T&L and standards
- It didn't work because it's strategic vision was frustrated by blockers and 'cherry-pickers'.
- The Trust lacked the 'power' to change things and several schools clearly didn't want to work together to the benefit of all.

Since 2010 the education environment has become even more challenging

- Resources have been squeezed leaving schools worse off now than in 2010 yet expectations are higher.
- Schools are expected to do more with less in real terms

# Constrained v confident schools

There are BIG and significant challenges facing our schools. The combination effect is having a serious impact...

Constraints...

- Small size – disproportionately costly
- Rurality – isolation and access
- Deprivation – (coastal and rural) with associated challenges
- Demographics – size, population forecasts
- Funding – real terms decrease – severe financial risk
- Recruitment – difficult to attract brightest and the best
- Outcomes – too variable
- Opportunity – needs to be extended so our children/staff don't miss out
- Societal pressures – expectations, mental health, aspiration

## Worst case scenario...

- Individual schools carry on as they have done
- In-year deficits already emerging
- Many schools already asking parents for donations to cover basics
- Cut backs to staffing inevitable
- Narrowing of the curriculum
- Fewer opportunities for students
- Harder to maintain standards
- Future coasting category or RI/I/SW grading

# Overcoming constraints

- Only very large (well-funded) schools with able intakes, very low SEND, set in affluent areas can remain as stand-alone schools.
- Need to move from competition to collaboration if we are to keep all our schools open, viable, vibrant and successful for all pupils and staff
- Now is the time to do some things differently (because if we don't....)

# Predatory out-of-area MATs

- Schools getting into 'difficulty' are clearly under pressure to join larger MATs
- Even 'Good' schools, seen as too small by RSC, are being advised (pushed) to join larger MATs
- Individually all our schools are vulnerable and are liable to be pushed into MATs
- The RSC has favoured MATs e.g. Aspire
- Joining out-of-area MAT transfers 8-10% income to them with consequent impact on local jobs
- This would also mean no local democratic control – Trustees based elsewhere take decisions
- We would effectively lose control of our schools

# We are where we are...

- DfE is committed to 100% academisation
- School funding is not enough to keep 'expensive' small rural schools as stand-alone institutions
- Each local school is vulnerable – size, finances, outcomes...
- Partnership working in the past has not raised standards across our schools and has not produced the savings needed
- By forming our own MAT we retain control of our destiny, deploy resources effectively and raise standards
- But our schools will have to run differently

# The winds of change are blowing...

- “...the inescapable fact facing schools is the need for change, the need to do things differently...”
- “Schools cannot function as they have previously done if the environment in which they sit is not as it used to be”
- Work ...”in a very different way to how any partnership has operated in the past”

## Change 1: We need to be more 'business-like'

- To make the most effective use of the resources available to provide the best possible school experience for all children in the area. By employing others to deal with buildings, finance, compliance, personnel, IT and health and safety, we seek to remove the bureaucratic and compliance related duties away from our school leaders and teaching staff, freeing them to focus on teaching and improving opportunities for pupils.

## Change 2: We need more professional collaboration

- Improve every school to become outstanding through sharing school improvement activity, challenging each other to do even better and offering support – raising standards for all
- Sustainable improvement comes from within organisations – we have talented staff in place – they need to be used more effectively

## Change 3: We need to make sure all local children get the best

- Help overcome constraints of rurality by raising aspiration and ensuring that all pupils have equality of opportunity and provision.
- What is good for pupils in one school should be available to all pupils – spread excellence

## Change 4: We need to ensure sustained school-to school support

- The Local Authority is a shadow of its former self and is largely unable to offer the financial and teaching support it once did
- With austerity still biting hard LAs are not likely to ever regain their former influence
- Teaching Schools and large MATs are stepping into the vacuum and filling the space
- Small schools also need to develop formal structures to pool resources, share knowledge and ideas, spread excellence, keep staff

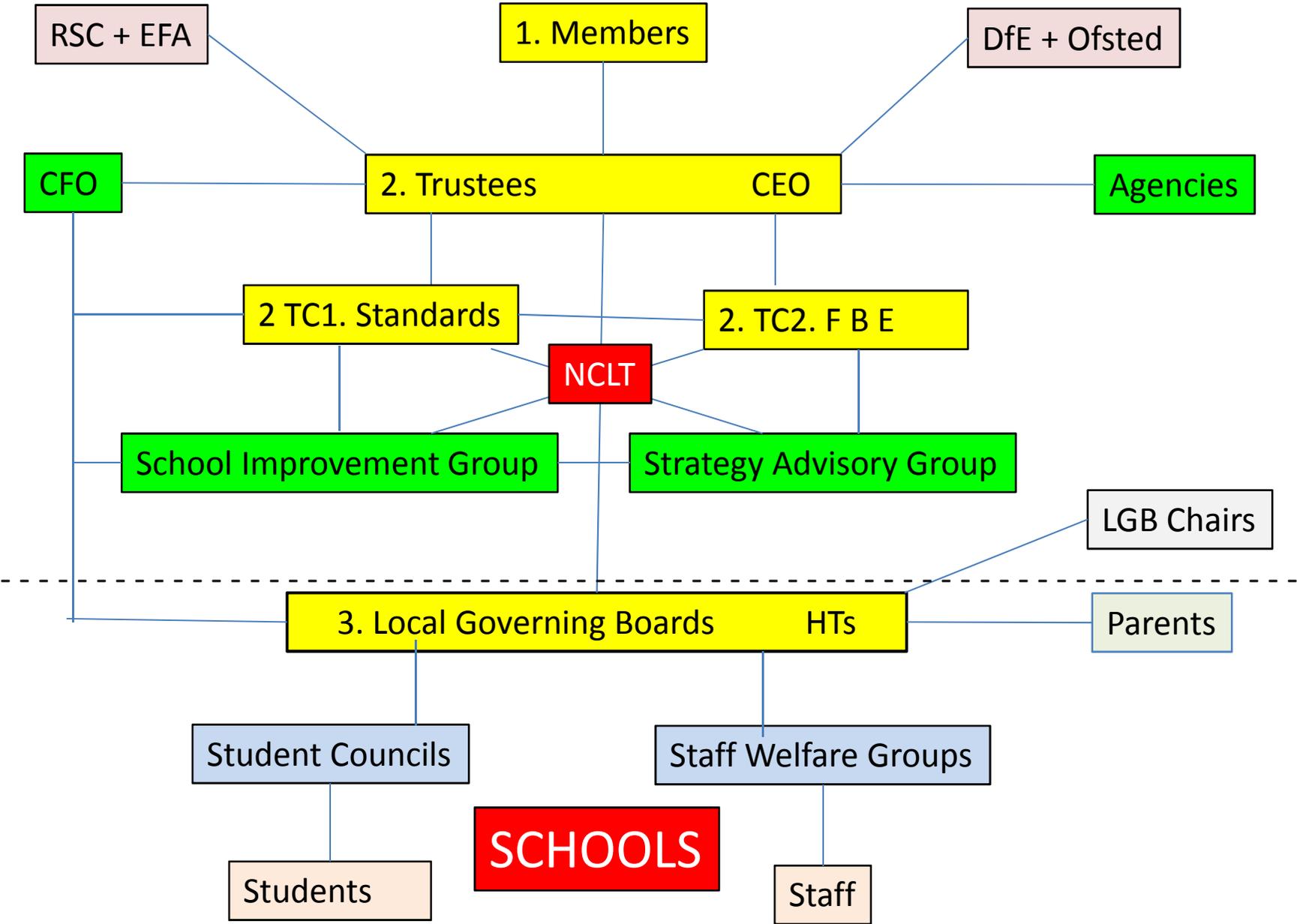
# Multi-academy trust (MAT)

- Most secondary schools and half of primary schools are academies and/or in MATs
- Our schools moved away from the LA back in July 2010 when we set up the co-operative trust
- That helped us survive but the time has come for the next big step
- We have one coasting school with results that puts it firmly in the RI category – we agreed to support our colleagues

# Step change in leadership

Competition between schools has to be replaced with collaboration and a re-alignment of authority. Headteachers and governors need to cede some of their traditional autonomy to allow a new type of school leadership and management to emerge; that new structure is the multi-school North Cornwall Learning Trust.

# North Cornwall Learning Trust: Working together for local children



# Collaborative leadership

## 'Loose versus tight'

- There is no one dominant school – the success of the MAT depends on all schools doing well
- SoDA agreed by Trustees determines roles
- Loose enough for each Headteacher to feel they have independence and autonomy
- Tight enough that under-performance does not go unchallenged
- Tight enough that working together is regarded as normal practice

# What stays the same?

- Each school keeps its own identity --name, logo, uniform (no corporatisation)
- Each school keeps its own Headteacher and Governing Board (local control)
- Each school can keep its own PTA and the funds it raises
- Each school looks after its own day-to-day matters

# What are the key changes?

- Central Board of Trustees to look after the interests of all schools
- Some of the schools' power and responsibility ceded to Trustees
- The success of the MAT depends on the success of all its schools
- Pooling of resources – funding, staffing, expertise – to boost capacity
- Business and compliance related matters largely addressed by CEO/CFO
- HT/LGB left to concentrate on day-to-day running of school with more of their time spent on pupils and parents
- No school left on their own – all schools working together

# Benefits...

Refer to page 4 Creating the future by doing things differently

- Less vulnerable schools
- Stronger professional community (recruitment & retention)
- Collaborative working - identifying and sharing best practice
- Consistency in approach – behaviour management, attendance, policies, school day
- Increased opportunities for pupils – PE, music, drama, science, IT
- Pupils participating in more competitions and more educational visits/experiences
- More support for families
- Happier staff who are professionally less isolated

# It all boils down to...

- Keep local schools in local hands
- Create more opportunities for all our pupils
- Raise standards for all our pupils
- Keep our schools open, vibrant and successful
- Create more opportunity for development of staff – and protect jobs
- Reduce isolation and increase partnership working
- Reduce workload for staff – prevent burn out
- Good and well supported staff = better outcomes for pupils = successful schools = successful MAT

# NCLT – a formal partnership built on firm principles/values

- Identity – preserve local identity
- Co-operation/self-help – making a difference
- Solidarity – together we are stronger
- Equity – fairness
- Inclusive – all pupils in local area matter
- Engagement (parents) as co-educators
- Democratic (community) – equal voice
- Accountable – local schools for local people
- Business-like astute leadership of resources

Coming together is a  
**BEGINNING**

Keeping together is  
**PROGRESS**

Working together is  
**SUCCESS**

Henry Ford

# Public consultation briefing paper

## Questions

- General
- Governors
- Staff
- Parents and the community
- Risks