What will Broomfield pupils gain – be specific. What are they missing at present? What will Broomfield staff gain? What are the benefits? Why are we doing this? What would happen if Broomfield wanted to leave the MAT?

There will be much closer collaboration between schools leading to improved career development opportunities for staff and therefore, as a result, better outcomes for pupils. Professional development for staff will be improved via access to experts in a wide range of fields, drawn from Good and Outstanding schools in the Trust as well as from the Teaching School. We used to be able to freely broker this support from County teams, but these were not school-based and we are also finding this increasingly difficult – and costly – to do. There are currently no Teaching Schools or Outstanding schools within the cluster with which we currently work. Our own staff will also have access to a wider variety of development opportunities in terms of leadership. We have an experienced staff, some of whom have taken on Middle Leadership roles and expressed interest in the past in Senior Leadership roles. Within our current School Partnership, opportunities to grow as a leader, or as a curriculum expert or an Outstanding teacher, are limited due to the nature of the area - there is little turnover of staff and so career progression and expertise progression is limited, whilst additionally there are no Outstanding schools or Teaching Schools within our Partnership to draw upon for staff development. Inter-school work currently has often received negative feedback from staff attending these meetings and is not formalised or as well-structured as it would be if we were part of a multi-academy trust (MAT).

Our school will still continue to work with local schools in certain areas, for example for sporting activities and music.

Joining a MAT is a long-term commitment and there is no mechanism for returning to LA control. In exceptional cases schools can be 'rebrokered' from one MAT to another, but this is uncommon.

At any point up until the agreement is signed, either party can withdraw from the process and any money unspent from the £25,000 conversion grant would be returned to DfE.

What are the benefits the MAT can offer over the collaboration that exists in North Yorkshire already? What will we gain that we don't already provide?

- Expertise in curriculum areas, drawn from the Trust's recognised specialist teams
- Expertise in specialist areas such as finance and SEND, drawn from the Trust's recognised specialist teams (increasingly difficult and costly to access from County)
- Working with Good and Outstanding schools to learn and develop and grow into an Outstanding school ourselves
- Working with a Teaching School to broker support and to develop on key areas of the School Development Plan
- Budgets managed centrally, with opportunities for greater economy of scale and access to centralised resources
- Collaboration:
    - is key to sustainable school development and professional practice
    - current partnership work is not seen to have a clear impact on school performance

- LA support is felt to be stretched too thinly – we are a 'Good' school in Ofsted terminology and therefore cannot broker additional expertise in subject leadership, etc, without considerable additional cost
- Ebor Academy Trust has a wealth of expertise which we can draw upon – expertise which is continually enhanced through a high level of professional collaboration through the Teaching School and Outstanding schools.

There will be increased opportunities to work and train with practitioners from a wider area, including access to a Teaching School and Good or Outstanding schools within the Trust. There are currently no Teaching Schools or Outstanding Schools within the cluster with which we currently work. Opportunities to work with schools outside of North Yorkshire will give us a much wider perspective. The shared working practices that exist between schools in the Ebor Trust are well-established and have a proven track record. Specialists in curriculum areas, as well as in areas such as IT, SEND and finance, are in place and experienced, enabling us to access this support as part of membership of the Trust. We have already been visited by two of these teams – we have the opportunity for these experts to work with us in school, or for us to visit other schools within the Trust and learn from their practice in situ. We used to be able to freely broker this support from County teams, but these were not school-based and we are also finding this increasingly difficult – and costly – to do.

Cluster working is common and works across both academies and LA schools, usually groups of schools in close proximity. Clusters can be effective but their main drawback is that they are voluntary networks and reliant on personalities and goodwill to succeed. Everything works fine when all participants agree. A formal structure, such as a MAT, is recognised to be more effective because of the way systems and procedures are already firmly in place and are not dependent on individuals. Schools within a MAT are part of a 'family' – and, like a family, while sometimes they may disagree, they are closely bound and work together to resolve any differences.

What are the 'cons'?

There will be changes to some systems – our Management information system and tracking system for example, which will have to be the same as the other schools in the MAT.

There will be changes in governance – see section on governance for detail.

Is it a 'done deal'? Why wasn't there a meeting to discuss the possibility of becoming a MAT before the meeting with Ebor?

It is not a 'done deal'. The governors have spent almost two years fact-finding and exploring options. In addition, governors have met with representatives from DfE and had presentations from five MATs. Parents were informed on 17th February 2017 that governors were exploring the possibility of forming a MAT with local schools and invited comments and questions.

Is there a concern about reputational damage that could be caused with Broomfield joining a MAT that incorporates such a number of failing/special measure schools?

There are currently 15 schools in Ebor and they are listed below with their most recent Ofsted gradings. Ten are ‘Good’ or better.

- Robert Wilkinson Primary Academy, York (Ofsted Outstanding);
- Haxby Road Primary Academy, York (Ofsted Good, January 2017);
- Brotherton and Byram Community Primary Academy, West Yorkshire (Ofsted Good);
- Staynor Hall Community Primary Academy, Selby (New as of September 2017, no Ofsted);
- Ebor Academy Filey (secondary school), North Yorkshire (became Ebor sponsored academy September 2015);
- Sigglesthorne Community Primary Academy, East Riding of Yorkshire (became Ebor sponsored academy December 2016);
- Camblesforth Community Primary Academy, Selby (Ofsted Good, but sponsored due to concerns over data).
- Park Grove (Ofsted Good 2016)
- Sproately (Ofsted Good 2015)
- Marfleet (Ofsted Good 2015)
- Alderman Cogan (Ofsted Good 2013)
- Easington (sponsored)
- Patrington (sponsored)
- Tockwith (Ofsted Good)
- Filey Infants (Ofsted Good)

Hob Moor Oaks is a special school and will join Ebor probably in March next year, alongside Hob Moor community primary school – both are Ofsted Good.

The following is taken from Ebor's Performance Committee overview of successes and challenges regarding outcomes. The Trust invests heavily in its school improvement strategy to ensure all schools receive the support needed to secure good levels of progress.

The committee agreed to review the data for schools that had been part of the trust for more than 12 months. Data from schools that will join the trust in the future and those that have been part of the trust for less than 12 months to be reviewed by the Executive Hub Leaders, who will update the committee as necessary. Schools to be reviewed are:

Robert Wilkinson Primary Academy
Haxby Road Primary Academy
Brotherton & Byram Community Primary Academy
Staynor Hall Community Primary Academy
Sigglesthorne CE Primary Academy

EYFS: All schools attained outcomes above the national average for 2016. EYFS outcomes across the trust are positive and reflect strong networking. 3 schools out

of the 5 reviewed have at some point been in Special Measures. All 3 are showing much stronger outcomes at the early phase of learning. The committee feel that the trust is having a good level of impact.

Phonics: With the exception of Sigglesthorne, schools who have been in the trust for a year or more are showing some decline in phonics when outcomes are compared against the national figure for 2016. However, strengths have been identified; Staynor Hall achieved 100% outcomes as a result of exceptionally strong teaching. This practice will be shared and disseminated across the trust.

KS1: It has been noted by the committee that the KS1 improvement across the board for Robert Wilkinson is significant

Across the board, outcomes on 2016 at both Robert Wilkinson Primary Academy and Haxby Road Primary Academy have improved in all areas. The committee were pleased with the significant improvement of children reaching greater depth.

Brotherton and Byram outcomes are all above national figures for 2016 both at expected and greater depth, even though this was a small cohort and shows some decline from the numbers shown in 2016.

Staynor Hall outcomes are solid for the first year with some indication that they need to look at reading. The committee will be looking for improving outcomes over the next 3 years, particularly with the high phonics scores progressing into year 2.

Sigglesthorne outcomes are pleasing and reflect the cohort.

KS2: Of the 5 schools that have been in the trust over a year at KS2, 2 had no year 6 pupils. Summaries by this committee involve 3 primaries only.

A particularly pleasing feature of the cross trust reading strategy at the end of KS2 is the significant improvement in standards at greater depth within Robert Wilkinson, Haxby Road and Brotherton and Byram.

The committee recognises that improving numerical outcomes at KS2 at the end of 2017 have to be set in the context of rising attainment figures nationally. However, rises within trust schools are significantly higher than national in reading.

The committee are particularly pleased to note outcomes at Brotherton and Byram where it feels that the trust's support has had a significant impact on improving and sustaining standards.

The committee would wish to encourage schools to look at their targeting of children with potential to achieve greater depth.

What 'freedoms' will Broomfield gain?

In addition to responses given above:

- An opportunity to access specialist teachers who are working as teachers (and other roles) at the moment, rather than always in a consultant capacity
- The freedom to maintain Broomfield's character and identity through Ebor – see http://www.eboracademytrust.co.uk/ The DfE are looking to create a MAT 'Hub' in Northallerton and we wish to be able to choose the MAT we join as the first converting school, rather than be 'pushed' into a MAT which may not allow for retention of identity. In researching different options, Ebor clearly

offers the best chance for Broomfield to remain as a friendly, family-based school designed to best serve the needs of our community
- Challenge and support from respected teaching and learning experts that will help the school move beyond good and continually improve towards Outstanding.
- Shared buying power means specialist expertise can be funded and extra curricular activities provided
- Economies of scale in purchasing supports school budgets
- Services such as finance, HR and IT can be centralised freeing member schools up to focus on teaching and learning
- In a changing and challenging time in education, being part of a cross-county MAT (rather than attached to one LA) allows our school to remain at the forefront of developments in education and be open to new thinking.

Are staff going to be absent due to attendance at meetings in Hull, York etc?

No more than they already are for absence on LA courses/ subject leader meetings/ Beacon Partnership meetings

Travel distances for specialist staff. Specialist/Subject leaders – How would this work in practice when geographically spread? Are teachers expected to travel to other schools? Talk about "sharing" staff but how does this work with "belonging"?

Staff currently attend meetings in different parts of the county as part of their professional development. They also attend meetings in other schools, locally and further afield. There will be no noticeable change for parents or pupils.

Specialist staff from Ebor have allowances to travel to our school and work with us here, which is a far more effective model of professional development as more staff can benefit from first-hand experience of the expert's time, rather than one person attending a course.

There will be greater opportunities for career development for our staff within a MAT. We have some highly skilled members of staff and they will have the opportunity to share their expertise with other schools in the MAT.

Closest school we would be linked to? Links with other schools in Northallerton?

The closest schools currently are in the York area.

Joining Ebor does not mean that we will abandon links with Northallerton schools: we will continue to work with these on our usual pupil events, such as sporting events and music events. We are a key part of the Northallerton community and this will not end with our joining a MAT. Joining a MAT is not a move into exclusivity – it is a move to the complete opposite – to broadening the scope of our professional collaborative practice.

Collaboration – if there is no other school close, how would this work?

- Experts from the MAT attend school to support collaborative development
- Courses/subject leader network meetings at external venues, as is current practice
- Broomfield included as a venue for school-based meetings, as for other schools in the MAT.

When does training take place – will teachers be missing from classrooms?

As for current practice, some training takes place after school, some on training days and some during the school day. Training during the school day can be in our school, where professionals work together in the classroom, or at an external venue, as is the practice now.

Will changes increase turnover of staff? What about the existing leadership team?

It is impossible to predict staff turnover – members of staff leave for various reasons as in every profession. As always, the school and its governors seek to support all staff when making any change in school – we are a team and as such we support each other. Any restructuring of school staff is tied to current existing budget and is enacted prior to and separately from movement towards MAT membership. There are no plans to change the leadership team. Ebor would only step in should performance start to falter.

Funding for staff progression? Existing specialists/subject leaders? Music, PE etc. specialists?

This will not change from the current situation. All contracted staff will be transferred to Ebor under TUPE regulations with exactly the same terms and conditions of employment as at the time of conversion. School Teachers' Pay and Conditions will be adopted as is the current practice. The school will continue to adopt the School Teacher's Pay and Conditions as set out by DfE annually.

Performance Development will still be provided for staff, which will enable staff to set targets and plan for progression. Opportunities for career progression are likely to be greater within a MAT due to wider opportunities for increased responsibility/ subject expertise progression than are currently available.

Prevent future job cuts?

Any restructuring of school staff is tied to current existing budget and is enacted prior to and separately from movement towards MAT membership.

Future job security is determined by the DfE's funding structure and to a large extent is set externally. However, being part of a MAT does allow our school to benefit from expert financial advice and centralised budgeting of certain key elements, which we believe will be of greater benefit to future job security than our present situation.

Will there be any impact on class sizes? Will class sizes increase and intake, who controls intake?

Not as a direct result of becoming an academy. Other factors such as increase in catchment area population and cohort size in KS2 may cause class sizes to rise, but being part of a multi-academy trust will not.

There will be no changes to current admission arrangements, which are processed by North Yorkshire LA.

Does the school retain curriculum control? Would the curriculum change on joining Ebor?

The school will continue to follow the National Curriculum and the curriculum will not alter as a result of joining Ebor.

What will be the impact on admin staff? If admin is more efficient do we retain all of our admin staff or not?

All contracted staff will be transferred to Ebor under TUPE regulations with exactly the same terms and conditions of employment. Admin staff will be supported by Ebor's central services team.

Will term times and the school day remain the same as other schools in Northallerton?

Term times will remain the same as local schools and there are no plans to change the times of the school day.

Does this bring an additional level of Governance or simply alternative governance?

The governing body of Broomfield will become a committee of the main Trust board and will be known as the Local Governing Body (LGB). It will retain most of its responsibilities and will continue to support and challenge the school leadership, direct the school's vision and keep an eye in its finances.

What powers will the school lose to the MAT?

The MAT's trustees will become legally responsible for the school and will have the final say on decision making. However the LGB lives and breathes the school, and understands it, and will be able to make recommendations for any changes to the Trust board. The board would normally accept those recommendations.

Governance issues.

Every MAT has three layers of governance:

Members ensure the charitable company achieves its objectives, signs off the financial accounts and annual report and appoints Trustees.

Trustees have delegated responsibility for the three core functions of strategic direction, holding headteachers to account and overseeing the financial performance of the academies.

The school's **Local Governing Body (LGB)** is a committee of the Trust board. Governors are not Trustees or Members. Responsibility is delegated to LGBs but the Trust board is ultimately accountable as the legal entity. All duties of the LGB are detailed within the Scheme of Delegation. School governors at Church of England schools as well as community schools work closely with the headteacher to maintain the individual character of their school.

The roles of members, trustees and the LGB are clearly defined in the Scheme of Delegation and all are obliged to comply with this scheme at all times.

The Trust board is ultimately accountable and responsible for the performance of schools in the Trust and can agree to delegate as much or as little power to the LGB at any school. Should we join Ebor, we may need to reconstitute. Ebor prefers to have LGBs comprising eight governors: two staff, two parents and four from the local community, as is appropriate.

Why a York based academy group? What alternatives have been looked at? Concerns that Broomfield will be isolated if other local schools form a MAT.

Originally Broomfield explored a local MAT. Why is this not going forward? Why did the other schools pull out?

The governors researched, had presentations from, visited academy trusts and explored various academy options, including forming our own MAT with other local schools, but felt Ebor was the right choice for Broomfield. We were drawn to Ebor because of its values, which we feel match Broomfield's, its excellent reputation and the opportunity to work collaboratively and contribute to shaping the way the Trust continues to develop.

Governors spent a great deal of time exploring the possibility of forming a MAT with other schools in our local area. Initially there were two other schools keen to progress this work and heads and governors from each of the schools formed a working party, but after two terms of discussions the governors of both of these schools decided not to proceed further. One of the reasons for this was that a MAT of only three schools was not financially viable. One of the schools was recruiting for a new headteacher and did not want to proceed until this appointment was made.

How do we ensure that Broomfield receives its fair share of funds and time for training etc? How does the Academy divide the funds?

Funding is calculated by the DfE and the same formula is applied whether the school stays under local authority control or becomes an academy. As part of a MAT, funds go directly to a central source but is ringfenced for that particular school.

How much will Broomfield have to pay?

All schools in Ebor MAT pay 5% to the MAT to provide central services.

Has a clear plan including costings been produced to ensure that Broomfield can adequately cover any surplus cost not covered by the grant especially in the first year of transition?

The school receives a conversion grant of £25,000 to pay for the process of converting. An element of this is spent on legal fees; due diligence; sometimes money has to be spent on financial systems to be compatible with Ebor's; new signage and sometimes, if governors want it, a new logo. Any unspent conversion grant goes into school funds.

It is difficult to quantify any unexpected additional costs and therefore difficult to produce a plan to cover these. Within Ebor schools the £25,000 grant has covered the conversion costs. In the unlikely event that the conversion grant does not totally cover the conversion, any additional funding would be met by the MAT.

How would it impact on Broomfield's funding?

There have been many exercises within Ebor schools and elsewhere to look at the impact on funding and to see if schools are better or worse off. Almost without exception, it works out to be cost neutral. In the early days of academy conversions, yes, there was a financial benefit. These days, the benefit comes through the added value of collaboration and career development opportunities and expectation of better outcomes for pupils, not in pounds and pence.

How can the MAT reassure us/school has control over funding decision making? How is funding shared? Would Broomfield "lose" funds or staff to

“troubled” schools in the MAT? Who controls the Budget? Will the school receive more funding?

All academies receive their funding directly from DfE into the main MAT bank account but it is ringfenced for the specific school. Ebor charge 5% ‘top slice’ for centrally provided services. This charge is the same for all schools within the academy trust.

Broomfield’s LGB will manage and make decisions about its own finances in liaison with the MAT who have the legal responsibility for the school. Ebor will only step in if it felt it was necessary to do so.

How will FOBS funds be spent? Will the FOBS? School retain control? Impact investment indirectly. How sharing of resources will work/FOBS

FOBS will continue to operate as it does currently, having full control over any funds raised which will only be used for Broomfield.

Clarification of cost neutrality V quoting advantages of economies of scale/buying power. Will Broomfield be better off or worse off financially? Now and in 5 years time? Has the Governing body done a financial assessment?

There are currently 15 schools within Ebor and governors at many of those schools, prior to conversion, looked closely at all these questions. On balance, the different governing bodies took the view that while their schools would not be financially better off, neither would they be worse off. No-one can predict what a comparative situation will be in five years’ time.

Broomfield’s governors have conducted their own financial assessment.

As Ebor has grown it has become more sophisticated and more attuned to benefits of economies of scale. A new HR system, for example, is paying dividends by providing a better and more responsive service at a cheaper price that previously, when it was a bought-in service from a local authority. Bear in mind also that central government is promoting the academy programme and there are grants which academies can apply to, which are not open to LA maintained schools. At the same time, local authorities are not receiving the funding levels they used to, making it more difficult for them to continue to provide extended support services.

Is it long enough to consult & reply to concerns?

The consultation period can be extended to ensure the views and concerns of all members of the community can be heard and governors have time to respond. This is for Broomfield governors to decide.

Would children still have access to the join community sporting events ie, cricket, cross country, football matches against other schools?

Yes. Nothing at all would change in this regard and we would continue to take part in all local community sporting events.

What would happen with children with EHCP or on the SEND register?

Joining a MAT will not impact on support for children with Special Educational Needs. Funding for children with Special Educational Needs will remain the same as this is prescribed through a local funding formula.

Ownership of the land & buildings.

Land and buildings will continue to be owned by the Local Authority but will be leased to the MAT for 125 years. The MAT cannot sell off any land under the terms of the lease, which is standard across all academies.

Changes to uniform, logo and school name.

School uniform and logo do not have to change as a result of joining a MAT though governors may wish to take this opportunity to make changes.

The name of the school will still be Broomfield but as with all schools that become academies, the word Academy will be added to the name. We would be Broomfield Academy rather than Broomfield School.

What is the overall feeling of staff? Would a meeting be possible without Ebor present? Are all governors and staff fully on board with the decision to look to joining a MAT.

Staff, quite naturally, have concerns and questions. This would be a huge change for the school and all change is challenging. Yes, a meeting without Ebor representatives is possible. Staff met with governors and Ebor on separate occasions and raised the following questions which were answered by Governors and Ebor.

How will collaboration with the other Northallerton schools continue?

Collaboration will continue in the same way that is does now. The school will continue to be part of the Beacon Partnership of Northallerton schools and the local school sports partnership. Broomfield will continue to take part in joint partnership events.

Does Ebor have a supply teacher resource or will be continue as we do now?

Ebor does not currently have a supply teacher resource but it is something they are looking to create in the future.

Will teaching staff remain part of the LA pension scheme?

Teaching staff are not part of the LA pension scheme, they are part of the Teachers' Pensions Scheme which is a national scheme and they will continue to be part of this scheme.

Will teaching assistants remain part of the LA pension scheme?

Yes.

Will reporting/progress tracking change?

Ebor use Otrack as their tracking tool and all schools are expected to use the same system so Broomfield would change to this system. Ebor split the school year into three blocks of 13 weeks and week 10 of each block is data capture week following assessment week. This is similar to how we work now.

What will happen to LA staff i.e. cook/caretaker? Will they be employed by the Academy?

All contracted staff will be transferred to Ebor under TUPE regulations with exactly the same terms and conditions of employment as at the time of conversion.

Will the distance hinder collaboration?

Specialist staff from Ebor have allowances to travel to our school and work with us here. Broomfield will continue to collaborate with local schools as is current practice. Some training/meetings will take place in other Ebor schools but our school will also be used as a venue.

Will there be changes to staff pay and conditions? Have Ebor committed to North Yorkshire pay scales?

Ebor adopts DfE Teachers' Pay and Conditions document.

There could be changes for support staff as Ebor are currently developing their own pay scale for this group of staff as they are currently operating three different systems used by the three local authorities containing Ebor schools. Any changes would be advantageous to our staff.

What training is provided?

There are tiers of training. Some is compulsory, as currently, some is based on the needs of the school and some training can be brokered.

What happens to our subject leader teachers? Will they be considered specialist in the Trust?

There is an accreditation process for Ebor's Academy Specialists which Broomfield staff might like to consider as part of their professional development.

Will school terms and day lengths/start finish times remain the same?

They will remain as they are now. The trust does not set length of the school day/start finish times and this will be a decision for the local governing board as it is currently.

Is there a limit on class sizes?

DfE limits infant class sizes to a maximum of 30. The trust does not enforce limits on class sizes this is a matter for each individual school leadership team and governors as it is currently.

Will funding for our school i.e. SENCO be ring fenced and not used anywhere else across the MAT?

SEND funding is ring fenced and joining a MAT will not impact on support for children with Special Educational Needs. Funding for children with Special Educational Needs will remain the same as this is prescribed through a local funding formula.

How much monitoring takes place by Ebor staff?

Each school in the MAT takes part in a peer review process every two years. This means that a team of leaders from other schools will review the school. The leadership team at Broomfield will take part in the process. Ebor do not carry out 'mini ofsteds' on their schools though they will intervene and support schools if progress falters.

Are there any other "local" Ebor academies planned or in consultation if they intend setting up a hub in this area, with which schools?

Ebor's hubs are within an hour's drive of each other and so a hub in Northallerton is completely feasible. Ebor would be receptive to conversations with governors from other schools in the area to see if there is a similarly good 'fit' as with Broomfield. All new schools built today have to be academies and so Ebor would bid to operate any new schools opening in the area.