

Leigh Academies Trust model - Overview

1 About

"Leigh Academies Trust is a non-profit making charitable company limited by guarantee, based in Strood, Medway. The Trust exists to support and assist schools to build upon their existing strengths and to help them achieve rapid educational transformation. It has significant experience in running schools, and today includes both sponsored academies and schools which have chosen to convert to Academy status.

The Trust was formed in 2008 with the linking of the Leigh Technology Academy and Longfield Academy under one governing body. It encompasses 12,000 students between the ages of 2 and 19 in eighteen primary, secondary and special academies."

(ref <http://www.leighacademiestrust.org.uk/about-us/who-we-are/>)

Leigh Academies Trust has grown year on year by approximately two schools each year but ensured that geographically remains a prominent factor when adding to the Trust. There are currently 18 schools in the Trust comprising of primary, secondary and special schools. In January 2019 the Williamson Trust (5 schools) will join LAT.

Schools are organised in four geographical clusters: North West Kent, Central Kent, Medway and South East London. Other schools in the South east London cluster include Leigh Academy Blackheath, Eastcote Primary, Stationers Crown Woods and the Halley Academy. Stationers Crown Woods Academy has just launched a Combined Cadet Force unit (<http://scwa.org.uk/academy-life/combined-cadet-force/>)

LAT has partnerships with three universities, Kent and Medway Training, Stationers Company, Kent County Council and the Tallow Chandlers company. This allows LAT to grow their own learners from pre NQT to NPHQ.

The governing body and SLT met with Simon Beamish, CEO of LAT and David Millar, Principal of Stationers Crown Woods Academy, on 27th September 2018. The GB Chair and Premises Committee Chair had a follow-up call with Simon Beamish on 6th November to review a more detailed set of questions around governance and finance.

2 Mission, Vision, Values

Refer to <http://www.leighacademiestrust.org.uk/about-us/who-we-are/>

2.1 Mission

Shaping Lives, Transforming Communities.

2.2 Values

We care – about our pupils through our human scale approach to education, our staff and their well-being and the communities that we serve, driven by our high ideals and strong moral values.

We have boundless ambition – to achieve excellence for all and create confident young adults with high levels of resilience and integrity

We work together – as one team in the belief that we are greater than the sum of our parts. We foster an enterprising culture through collaboration and in close partnership with industry and other educators.

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We keep getting better – using our “can-do” attitude towards continuous improvement and innovation.

2.3 Vision

- We will provide outstanding leadership and governance at every level so that all pupils attend an academy judged to be at least good overall by Ofsted.
- We will ensure a rich, engaging and inclusive curriculum with effective teaching and high-quality learning resources across all subjects and year groups.
- Regardless of their ability or personal circumstances we will ensure that all groups of pupils make at least good progress and diminish differences in their attainment.
- We will develop pupils' characters and attributes in line with the International Baccalaureate Learner Profile so that all LAT alumni obtain a collection of desirable qualities before they leave school.
- We will ensure that pupils are well-behaved, confident and respectful in a safe and secure environment.
- We will ensure a high-quality workforce and prioritise staff retention, professional development and well-being.
- Through our “Business Promise” we will guarantee strong engagement for all pupils with industry and employers.
- We will provide all pupils with a high-quality careers learning programme.
- We will grow to support more schools in the region so that our pupils and theirs benefit and that standards improve across the board.
- We will work with our own and other primaries to ensure smooth transition to our secondary academies.

3 Governance

Regional Schools Commissioners (RSCs) were established as an extra layer of oversight in September 2014 with the responsibility for deciding which applications for academies would be taken forward, monitoring academy performance and also for taking action when an academy is underperforming.

Regional schools commissioners (RSCs) act on behalf of the Secretary of State for Education and are accountable to the National Schools Commissioner. Each RSC is supported by a headteacher board (HTB). HTBs are made up of experienced academy headteachers and other sector leaders who advise and challenge RSCs on the decisions they make. DfE appoints RSCs for their extensive knowledge of the education sector within their regions. They typically have backgrounds as highly experienced academy headteachers, chief executives of multi-academy trusts (MATs) or leaders in education.

(<https://www.gov.uk/government/organisations/schools-commissioners-group/about>)

3.1 Funding

The Master Funding Agreement for the MAT and Supplemental Funding Agreements for each new school joining the MAT are as per the Department for Education model agreements:

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<https://www.gov.uk/government/publications/academy-and-free-school-multi-model-master-funding-agreement>

<https://www.gov.uk/government/publications/academy-and-free-school-funding-agreements-multi-academy-trust>

General Annual Grant (GAG) is paid on a monthly basis to the Trust. It consists of school budget share, calculated on the same basis as for maintained schools in the same local authority, including the minimum funding guarantee. Schools converting to academy status from September 2017 are not eligible for Education Services Grant funding or ESG protection. For the purposes of this high level financial comparison, the GAG has been assumed to be the same as the delegated funding provided to local authority maintained schools (including High Needs, and excluding Pupil Premium, UIFSM and Sports Premium which are paid to each school).

3.2 Delegation of Authority – parent/staff voice

Primary schools are under the direction of a linked secondary school governing board. Primary schools have a “Development Group”. At Eastcote Primary School (currently the only primary school in the SE London Cluster) membership of the Development Group includes:

- Chair (from Local Academies Board)
- Principal or Vice Principal
- Parent and Staff representative
- Senior Leadership Representative from another Academy
- Co-opted member(s) (not to include staff employed by the Trust)

Membership is a maximum of 9, to include at least 5 lay people. The Primary Development Group terms of reference state that it is “to provide evidence of scrutiny and associated recommendations to inform decision making by the Academies Board”. The Primary Development Group meets a minimum of three times annually. The Group has no decision-making powers. See

<http://eastcoteprimaryacademy.org.uk/wp-content/uploads/2016/06/Primary-Academy-Development-Group-Terms-of-Reference.pdf>

The scheme of delegation for LAT is approved by the Trust Board and applies to all schools in the LAT: https://drive.google.com/file/d/0B9_Kbap9OuYNWk5xSy1aQWxOZ2s/view

Each school retains some financial autonomy, refer to Section 4.3.

3.3 Organisation structure

Wording from <http://www.leighacademiestrust.org.uk/about-us/governance/>

“The Members are, in essence, the shareholders of the company. They currently comprise a group of six people, appointed by the Sponsors, which always includes the Chair of the Trust Board. The Members have several functions:

- To sign the memorandum, to sign/amend the articles of association and to determine the name of the Trust;
- To receive the Trust’s accounts and report, and to appoint/remove the auditors;
- To appoint Members and Trustees (also known as Directors);
- To ensure that the Trust’s charitable objective is being met; and
- To dissolve the Trust.
- This group holds an annual general meeting (AGM).

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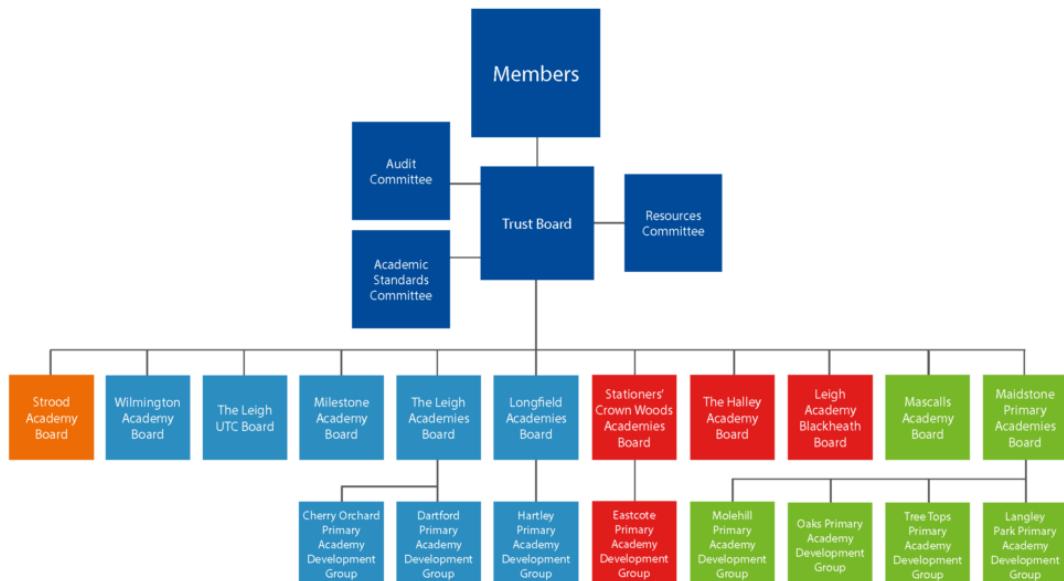
The Directors of Leigh Academies Trust, who sit on the Trust Board, are legally required to carry out a range of powers and responsibilities, working in close partnership with the Chief Executive Officer, Deputy Chief Executive Officer and academy Principals, to ensure that the academies provide the best possible education for all students.

The Trust Board sets the vision and aims of the Trust and its academies, as well as the strategy and policy to deliver its key objectives. It appoints the Chief Executive Officer and has ultimate responsibility for all budgets, salaries and safeguarding.

Apart from ensuring good governance, the Board's primary objectives are to assist the Executive in delivering the best possible outcomes for all students, and to hold the Executive to account for the ways in which this is carried out. It does this through the Academy Boards (in the secondary academies) and Development Groups (in the primary academies)."

All academies within the Trust are organised as small schools or colleges. Secondary academies have within them several colleges each of between 350 –500 students. Each college, or small school, has its own senior team and a dedicated group of staff. Each Principal is the Head of their College or Academy with responsibility for the students' welfare and progress. All senior staff lead on a range of academy key responsibilities and ensure that they are consistently implemented and delivered across the Academy.

The South East London Cluster is shown in red.



3.4 School identity

There is a common strategy across LAT for IT, which means a uniform approach to school websites and communications (twitter, school app). Each school maintains its own vision and values, and style of content for websites although within a common template.

The school would retain its own pupil progress tracking and management software and systems.

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The CEO holds the authority to make significant variations to the curriculum, education philosophy, policy, practice or delivery; the school day; or the uniforms. Simon Beamish observed that these changes may well be initiated by schools, and would need engagement by central team to maintain MAT alignment. He stated that the MAT has a culture of working together collaboratively. No uniform policy has ever been imposed on a school as yet.

According to the Master Funding Agreement the LAT must adhere to the School Admissions Code and School Admission Appeals Code published by the DfE – selection by ability cannot be introduced unless such arrangements were already in place.

According to the Master Funding Agreement, the LAT must ensure that the curriculum provided in each Academy to pupils up to the age of 16 is balanced and broadly based.

4 Finance

4.1 Financial Model

LAT take a 3.5% top slice from the funding available to each school (excludes pupil premium, free school meals and sports premium payments). This will reduce to 3.3% with the Williamson Trust merger. A contribution of £55/pupil for IT services is also required. LAT provide a full range of services for this contribution. Some additional services may be bought in if required, for example educational psychologists, attendance officer.

LAT operate central services for HR recruitment, IT and Estates Management. This allows for cross-trust planning in each of these areas. Strategic spending in each area is agreed with the principal of each school as part of the budget planning process, the HR Director, IT Director and Business Director are then responsible for delivering this element of the school budget. Staff appointments in these areas are made centrally.

4.2 Financial Targets/Obligations

4.2.1 Spending

A contribution of £55/child per year is expected from each school to support the trust-wide IT strategy.

4.2.2 Reserves

Schools are expected to return an in-year surplus of 1.5% of the GAG to central trust reserve. Reserves are open to bids from schools. LAT will not take on a school with a deficit, unless there is an agreement with the LA or DfE for funds to be covered.

Any reserves Sherington has on transfer to LAT would be ring-fenced and available for Sherington to use, on presentation of an appropriate business case.

The accounts for 2017/18 are due to be released in January after internal audit and trust board review. Simon Beamish stated that no academies are in deficit, the audit has been clear with no adjustments or exceptions, there is £3 million of reserves including restricted reserves.

4.3 Financial Autonomy

The Head retains authority to make appointments, amend contracts, undertake dismissals, set organisational structure and undertake salary reviews, pay awards and pay progression for teaching and support staff (but not for finance, business or IT staff, or SLT). Anonymised reports on pay progression are submitted to the Trust Board. The Head would need Trust approval for “significant changes” that are likely to have a budget impact. Head’s appointment and pay is approved by CEO.

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4.4 Financial Controls

Each academy is expected to manage its budget according to the Trust's financial targets and expectations. It is unclear what would happen in the event of a school deficit. It is likely that the deficit would be deducted from the next budget, although some MATs have put in place intra-academy loans.

The Academies Financial Handbook sets out the financial management, control and reporting requirements that apply to all academy trusts. It describes a financial framework for trusts that focuses on principles rather than detailed guidance and reflects their accountability to Parliament and to the public. The 2018 edition of the handbook strengthens expectations about the process for setting executive pay and explains new requirements for related party transactions.

Compliance with the handbook is a condition of each trust's funding agreement.

<https://www.gov.uk/government/publications/academies-financial-handbook>

In the event that concerns are raised over MAT financial management or governance, a Financial Management and Governance Review (FMGR) can be carried out. FMGR's are carried out by the Education Skills and Funding Agency (ESFA) in response to concerns raised about an academy or academy trust. An FMGR can also be recommended by OFSTED in order to improve the rating of the academy.

<https://www.gov.uk/guidance/reviews-of-school-governance>

5 Resources

5.1 Core Services

Simon Beamish has provided the following list of central services:

LAT provides central services to its academies in each of the following areas:

- Academy improvement, including support, collaboration and accountability
- Business engagement, careers, alumni services and *Leigh Aspire*
- Finance, audit, payroll, legal and insurance services
- Risk management, business continuity and disaster recovery
- Estates management
- New projects, including capital builds, expansions, mergers and academy conversions
- Contracts and procurement
- HR and recruitment, including union relations
- Public relations and media liaison, including social media
- Freedom of Information
- E-learning and information platform - "LAT One"
- IT operations and strategy
- GDPR, data protection and data management
- Marketing, branding, graphic design and web design
- Governance and compliance
- Admissions, complaints and appeals
- Safeguarding, health and safety and statutory policies
- LAT Enterprises (community interest company) - trading arm.

LAT claim that they are able to be more responsive in the delivery of services as they are engaging with a smaller number of schools, and all their services are delivered in-house not via sub-contractors.

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LAT Enterprises will manage lettings including advertising, contracts and payments on behalf of schools.

Trust advantages (<http://www.leighacademiestrust.org.uk/about-us/who-we-are>)

- Expert central services for finance, HR, IT, facilities and business functions.
- Innovative approaches to teacher recruitment and retention.
- Fast track development of leaders for internal promotion opportunities.
- Central reserves protect individual school budgets.
- Substantial investment in cross-Trust initiatives to improve teaching and learning.
- Close collaboration between senior leaders across the Trust.
- Integration of primary and secondary approaches into all-through education.
- Adequate scale to design and test new delivery models as government policies, rules and measures change.
- High quality strategic governance with wide business and professional experience.

5.2 Additional Services

Additional services are developed in response to demand, for example curriculum support in the area of MFL. Other services are available if required, for additional payments e.g. educational psychologist, attendance support.

5.3 Resource Sharing

Some examples of resource sharing included schools pooling resources to share an attendance officer, schools jointly employing IT technician, use of sports or theatre facilities, access to specialist teaching staff.

6 Staff

6.1 Pay & Conditions

The Resource Committee sets pay related HR policies including the appraisal policy. There are three meetings each year with union representatives as the Joint Consultative Committee with the Deputy CEO.

6.1.1 Staff Pay Policy

LAT adhere to the STPCD, but with annual pay progression for Upper Pay Scale (rather than every 2 years as per STPCD). Each school Head makes decisions on pay progression, with anonymised reporting to the Board.

6.1.2 Senior Pay Policy

Senior Pay Policy is applicable to staff at Deputy Head grade and above.

The Senior Pay Committee consists of the Chair of the Resources Committee, the Chair of the Board, the Chair of the Members and the CEO. Where the decision relates to the CEO pay, the CEO is not part of the Pay Committee. The CEO's salary increase this year is an average of the increase of all senior leaders pay across the trust. Directors are aware of the requirement to justify an appropriate use of public money.

Principal and vice principal of each school have spot salaries so there is no ceiling point.

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6.1.3 Changes to Pay & Conditions

If a school transfers from local authority to an academy within a MAT, its staff will automatically transfer their terms and conditions to the academy under the Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE). Transferring employees retain their continuity of service.

Contracts, terms and conditions including pensions, remain the same for all staff transferring from LA. However, TUPE protection only applies to the terms and conditions in place on transfer of employment. In the event of a promotion, employment would revert to the new organisation's terms and conditions.

New staff will be on LAT contracts consisting of Burgundy Book (Conditions of Service for School Teachers in England and Wales) with some advantages (pay award annually by 0.5 scale rather than biannually).

6.1.4 Targets/Incentives

KPIs are set for Senior Leaders. These will tend to be based on KS1 & KS2 outcomes, and any other initiatives ongoing. They are set as part of a 3-way discussion between Head, CEO and Business Director.

Central core management are also covered by the Senior Pay Policy, KPIs cover a range of targets relating to relevant aspects of trust performance.

6.2 Organisation

There is no policy on the use of unqualified teachers, but LAT aim to employ qualified teachers where at all possible, and do not seek to employ unqualified teachers. The Head can set the organisational structure for the school for teaching and support staff.

6.3 Recruitment

Simon Beamish advised that LAT has very few agency staff and low supply fees. LAT hold a contract with TES, charged to each school per individual recruited. LAT's Jobtrain portal (<https://www.jobtrain.co.uk/leighacademiestrust/default.aspx>) makes vacancies easy to manage and advertise. Recruitment decisions are made by school. HR onboard and manage DBS. Single Central Register held by trust and updated monthly.

6.4 Retention

Retention figures are currently being finalised. The total turnover is between 15-20% for 2017/18, this includes some internal movement and some staff who are leaving the profession, retiring, or moving away. The retention figure for senior leadership is 98%.

For the purposes of comparison, according to the National Foundation for Educational Research, report "Teacher Workforce Dynamics in England" Oct18 (https://www.nfer.ac.uk/media/3111/teacher_workforce_dynamics_in_england_final_report.pdf): in 2015 just over 10% teachers leave the profession from primary schools for both academy convertors and maintained (~14% for sponsored academies), with just under 10% moving to other primary schools for both maintained and academy convertors (~15% for sponsored academies). Around 1% of teaching staff move to another school in the same MAT, around 3% of senior leadership staff move between posts in the same MAT. The movement of teachers between schools in a MAT is greater than that between other schools at a similar proximity. Senior leaders within MATs are more likely than classroom teachers to make a permanent move to another school in the same MAT.

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6.5 Development

Simon Beamish has provided the following list of collaboration, training and networking opportunities currently offered to staff (not exhaustive):

- Principals' Forum (tier 1) - 6 times per year
- Senior Leaders' Forum (tier 2) - 6 times per year
- Leadership Twilights (tier 3) - 6 times per year
- Subject Forums
- Academy Improvement Team, containing Directors of Improvement (secondary and primary)
- NQT network
- SENCO Forum
- Data Managers' Forum
- Drive Teams
- Annual Trust Conference (all staff)
- Ambition School Leadership MoU to provide in-house NPQML and NPQSL

CEO is a qualified OfSTED inspector and does regular learning walks alongside external and internal leaders holding reviews, similar to Challenge Partners process. The Milestone school uses Challenge Partners.

7 Pupil achievement, progress & wellbeing

7.1 Outcomes & OFSTED

Data is summarised from <https://www.compare-school-performance.service.gov.uk/> (last available data is for 2017), and from the LAT website (<http://www.leighacademiestrust.org.uk/about-us/our-performance/>).

Oaks Primary School and to a lesser degree Eastcote Primary School have similar or in a few measures better outcomes for disadvantaged children compared to other children. The other schools have worse, in some cases much worse, outcomes for disadvantaged pupils.

Molehill has a unit for Hearing Impaired Children from 5 to 11.

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	% pupils meeting expected	Reading Progress	Writing Progress Score	Maths Progress Score	% pupils achieving at a higher standard	Average score in reading	Average score in maths	Trends in performance 2016 to 2017
Eastcote	87	3.2	1	3.3	17	110	110	Increase in all measures.
Oaks	77	2.1	4.6	4.8	18	105	108	Increase in all measures, some significant.
Hartley	85	-0.4	0.8	1.1	19	108	108	Improvement in some measures, drop in others.
Molehill	33	-1.3	2.2	-0.5	6	97	99	Improvements in some measures.
Dartford	60	-1.7	-2.6	-2	6	103	103	Improvements in some measures, some significant.
Treetops	16	-5.4	-0.5	-3	0	93	95	Almost no improvements, some areas worse.
England	61	0	0	0	9	104	104	
RBG	71	0.7	1.4	1.1	13	105	106	
Sherington	85	6.7	2.3	5.1	27	111	110	

Academy	Date joined the Trust	Date of last inspection	Ofsted grade on joining the Trust	Latest Ofsted grade
The Leigh Academy	September 2008	June 2013	GOOD	GOOD with OUTSTANDING leadership
Longfield Academy	September 2008	June 2014	SATISFACTORY	GOOD
Wilmington Academy	September 2010	February 2017	INADEQUATE	GOOD with OUTSTANDING leadership
Dartford Primary Academy	April 2012	December 2013	INADEQUATE	GOOD
Milestone Academy	September 2012	March 2016	OUTSTANDING	OUTSTANDING
Hartley Primary Academy	June 2013	March 2016	GOOD with OUTSTANDING leadership	OUTSTANDING
The Leigh UTC	September 2014	February 2017	Not yet inspected	GOOD with OUTSTANDING leadership
Tree Tops Primary Academy	March 2015	March 2015	INADEQUATE	REQUIRES IMPROVEMENT with GOOD leadership & PDBW
Molehill Primary Academy	March 2015	December 2015	INADEQUATE	REQUIRES IMPROVEMENT with GOOD leadership
Mascalls Academy	September 2015	November 2016	GOOD	GOOD with OUTSTANDING features
Strood Academy	January 2017	January 2017	GOOD	GOOD
Stationers' Crown Woods Academy	September 2014	June 2017	GOOD	GOOD

Academies not yet inspected as part of the Trust

Oaks Primary Academy	March 2015	March 2014	GOOD	-
Eastcote Primary Academy	February 2016	March 2012	GOOD	-
Langley Park Primary Academy	September 2016	-	-	-
Cherry Orchard Primary Academy	September 2017	-	-	-

 Outstanding
  Good
  Satisfactory / Requires Improvement
  Inadequate
  Not yet inspected

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7.2 Pupil wellbeing

The Academy Trust must participate in the local Fair Access Protocol. The Academy Trust must participate in the coordinated admission arrangements operated by the LA in whose area the Academy is situated.

By law, all state schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils.

Pupil wellbeing and PSHE aspects are not evident as being key parts of the learning experience based on the main Leigh Academies Trust website, or from discussions with Simon Beamish. Some of the primary school websites indicate approaches that do show some focus in these areas, for example Molehill Primary School is linked with a school in Malawi and pupils write newsletters and send videos.

7.3 Special educational needs and disability (SEND)

There is no central support or services for SEND. The Milestone Academy is an Outstanding school for pupils with Special Educational Needs. The Deputy Head provides audits of LAT school SEND provision and advice on an ad-hoc basis.

LAT schools must adhere to the “Special educational needs and disability code of practice”. LAT must admit pupils where an LAT academy is named on the EHC plan.

Written response to public question at last council meeting on 31st October: “For children and young people who have an Education, Health and Care plan (EHCP), the local authority is responsible for maintaining this and ensuring that the support that is quantified and specified on the plan, is delivered – this is irrespective of whether a school is an academy or not.

For special schools that become academies and schools which have Designated Specialist Provision (DSPs), the LA remains the admissions authority - this is to ensure a positive, transparent relationship between the provision and/ school and to ensure that the children and young people with the most significant needs are placed in right specialist provision.

The SEND Assessment and Review team work with all schools and settings in the borough, regardless of their designation. As do the SEND outreach services – ASD, Sensory, STEPs (dyslexia and complex case support e.g. children with Downs) and the Early Years Inclusion team.”

(ref <http://committees.royalgreenwich.gov.uk/mgConvert2PDF.aspx?ID=70011>)

7.4 Safeguarding

LAT is bound by the same statutory safeguarding requirements as the LA.

The LA has a duty to safeguard and promote the welfare of children within their area who are in need; and to safeguard and promote the welfare of a child looked after by them, this includes in particular a duty to promote the child’s educational achievement. Every local authority shall make such provision as they consider appropriate for the advice, guidance and counselling and occupational, social, cultural or recreational activities to be available with respect to children in need within their area while they are living with their families (The Children Act 1989 17, 22(3A) and Schedule II).

The Academy Trust must designate a staff member at the Academy as responsible for promoting the educational achievement of registered pupils at the Academy who are being looked after by an LA, with appropriate training.

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There is no central advisory or support services related to safeguarding issues in LAT.

8 Business plan / Strategy

8.1 Future Expansion – number of schools

There is no proactive drive to expand, LAT do not approach schools to join them. They are aware of the need for caution with rate of growth.

8.2 Future Expansion of School Capacity

Local Authorities have overall responsibility for ensuring that there are sufficient places to meet demand locally. Where individual academies make a request to the Secretary of State to expand their student numbers and/or age range, this will be done, following local consultation. The decision taken will be informed by the views of the LA as the commissioner of pupil places.

LAT have managed “bulge” classes at a number of schools in response to requests from LA. They will always consider the school environment when responding to LA request, they have declined a request to increase one of their primary schools to a 4-form entry.

8.3 Vision & Strategic objectives

Trust Performance Agreement documents the annual targets for the trust. These are set in July each year, and fine-tuned if necessary in September once results are available. There is no longer term strategic plan for the future.

<https://drive.google.com/file/d/0B3kuZdNuf2WCNW53ekdYeEFweFMxQmQ5MXhXakNWNFhDQ2pi/view>

8.4 Risk/Opportunities Overview

Joining a MAT is a one way street. Current rules dictate that if a school converts to academy status it cannot then opt to return to local authority control at a future date. If the school were to convert, any problems in the future would need to be dealt with through the academy structure and by the senior management team and governors.

Sherington has strong attainment data and has a significantly higher percentage of pupils performing at above expectation than the LAT. Joint working with any school, whatever its performance, is likely to have some benefits to Sherington, and Sherington expertise could enhance the opportunities of children in other schools. But, the balance between what Sherington can provide to these partnerships or gain from these partnerships may not create an immediate net gain for current pupils at the school.

While Sherington has control over its choice to join the LAT or otherwise, this choice of partnership would not be available in the event that the LAT were to fold. Another MAT would likely take over responsibility for the school and Sherington would have no control over the culture and ethos of that organisation.