

## **Academy Conversion: Frequently Asked Questions for Parents/Carers and other Stakeholders**

**Please note:** both public and staff consultation meetings were held at Glebelands School on Monday 17<sup>th</sup> April 2023. Any additional FAQ have been added to this document following this meeting and any additions are in *italics* and the questions organised into key themes that have arisen.

## **Multi Academy Trusts & Learning Partners**

### **Q. What is an academy?**

An Academy is a state school that is run by an Academy Trust. The Academy Trust enters into an agreement with the Secretary of State for Education that sets out its responsibilities and accountabilities for the effective running of the Academy. The Academy is funded directly by the Government not through the Local Authority (in our case Surrey). The Trust is given charitable exemption, which means it must operate much like a charity.

### **Q. How many academies are there in England?**

As at January 2022, 79.8 per cent of secondary pupils and 38.6 per cent of primary pupils in England were attending academies. In Surrey County Council's authority area there are 58 secondary schools, 48 of which are academies and only three of which are community secondary maintained schools (i.e. not affiliated to a religion or a free-school authority). Glebelands is one of these three.

### **Q. What is the difference between academies and maintained schools, between academies and free schools and between stand-alone academies and Multi Academy Trusts (MATs)?**

Academies are publicly funded independent schools that are able to set their own pay and conditions for staff and have freedom to determine their own curriculum.

Academies exist in a number of forms including free schools, studio schools, university technical colleges and sixth form colleges.

An academy can either be a stand-alone school or part of a MAT.

### **Q. What is a Multi Academy Trust (MAT)?**

Schools can convert together as part of a Multi-Academy Trust (MAT). Once a MAT has been established by the founding schools, other schools can join. This is what Glebelands has applied to do.

Within a MAT, all schools are governed by one academy trust. The MAT has a board of directors which is accountable for all the academies in the trust. In effect they run like mini Local Authorities providing support services and driving forward school improvement in those schools. Each academy in the trust has its own Local Governing Body.

**Q. Who runs an academy?**

The academy is run by an “Academy Trust” which oversees a governing body. The Academy Trust is a legal body which operates a charitable organisation and a company limited by guarantee. The Trust has a formal agreement with the Department for Education (DfE) to provide educational services to its pupils.

**Q. Which types of school can become an academy?**

All schools are eligible to become academies.

**Q. Can a headteacher make the decision to convert a school to academy status?**

No. A headteacher has no individual power to determine whether a school becomes an academy and so cannot make the final decision. The decision rests with the governing body and if the school is a voluntary aided or controlled school, with the relevant religious authorities.

**Q. Do schools need to have a sponsor to become an academy?**

If a school or academy is underperforming and needs an intervention strategy, then to become an academy it will require a sponsor. Sponsors require approval from the Department for Education to support an academy or group of academies. If on conversion the school intends to start a MAT to support other schools, then it will have to have a sponsor.

Glebelands School has voluntarily decided to consider conversion to an academy as part of The Learning Partners Multi Academy Trust and therefore does not need a sponsor.

**Q. What happens to the role of the Local Authority?**

If a school becomes an academy, the Local Authority will retain certain statutory roles in the school. However, the role of local authorities has changed considerably since 2010 and the introduction of the Academies Act and the process of academisation across England. This has impacted on the services and support that are available from local authorities, particularly as academisation has also coincided with cuts to local authority funding.

**Q. Does the Local Authority have to be consulted on an application by a school for conversion to become an academy?**

Governing bodies do not have to consult with the local authority on applying for conversion to academy status. However, Glebelands will work closely with the Local Authority to ensure that transition is as smooth as possible.

**Q. As an academy, will schools have more freedom?**

Schools, regardless of their status, already enjoy considerable autonomy over their affairs, whilst remaining accountable for their use of public money. All schools are subject to the same inspection regime. All schools are subject to the same test and examination performance measures. All schools are subject to primary legislation, including employment law, health and safety, and equalities legislation.

**Q. Will schools that convert to academy status get a new building?**

There is no automatic additional money to support new buildings or refurbishment to existing buildings for schools that become an academy, though LP has a carefully considered process for allocating funding for infrastructure projects in its schools.

**Q. Who has oversight of academies?**

In part, this depends upon the nature of the academies (schools) themselves. For example, academies that are part of a MAT will have a layer of oversight from the academy trust. At Glebelands the Local Governing Body would continue to monitor the performance of the school and would, in turn, be monitored by Learning Partners (a role currently undertaken by the Local Authority).

All academies are overseen by the Secretary of State for Education, through a National Schools Commissioner and a network of Regional Schools Commissioners.

Ofsted is responsible for inspection of individual academies, as is the case for all other state-funded schools.

*Glebelands will continue to have a Governing Body and Headteacher. The Chair of Governors will attend a Governance meeting with the other Chairs of Governors to discuss what is working well within the Trust and feedback where things are not working so well.*

**Q. What is the role of Regional Schools Commissioners?**

Regional Schools Commissioners (RSCs) play a key role in securing an academised school system, under new powers resulting from the Education and Adoption Act 2016.

RSCs are responsible for securing new academies and intervening in underperforming academies in their areas.

**Q. What happens if an academy experiences difficulties?**

This will largely depend on the nature of the difficulties.

Matters concerning perceived underperformance would fall within the remit of LP initially. Where there is a concern that issues are not being dealt with appropriately by the Trust Board, parents, carers and other stakeholders may refer their concern to the Members of the Trust to whom the Trust Board is accountable. Ultimately concerns may be taken up by Ofsted or the RSC who has wide-ranging powers to intervene and may choose to move an academy into a MAT or move the academy into another trust if it is already a member of one.

Financial problems/irregularities will be dealt with by LP and then the Education Funding Agency or the Department for Education, depending on the nature and severity of the difficulty faced.

**Q. Can we withdraw from the conversion process?**

Schools are able to withdraw right up until the point that they sign the funding agreement. Once this is signed there is a legally binding agreement between the Secretary of State and the academy, and the termination would require a long notice period (7 years).

**Q. What are Learning Partners?**

*A charity registered with the charity commission and they do not make a profit.*

**Q. What is the background of the Chief Executive Officer (CEO)?**

*Previously a Headteacher. Set up Learning Partners when two trusts (GEP and Athena) needed to merge to become more resilient.*

**Q. What relationship does the CEO have to the Board of Governors.**

*Accountable for the school's performance. Trustees responsible for ensuring the CEO and Chief Operating Officer (COO) do the job they are employed to do.*

**Q. What happens if someone with different values comes on board and wants to change the direction of the Trust?**

*Learning Partners has its Articles of Association and these would need to be changed across the Trust with Members and Trustees.*

**Q. How many Trustees are there, who are they and how do you become one?**

*There are 11 trustees on the board of Learning Partners. They are from a range of backgrounds, such as Chairs of Governors, local business people, Headteachers from other areas. Vast majority have governance experience. All are unpaid posts. Details can be found on the Learning Partners website. Posts are advertised in the community and on governance websites such as Better Governance.*

**Q. What checks and balances are in place?**

*Above the Trustees sit Members. They elect and deselect Trustees. They also sign off accounts each year and ensure that the ethical principles of the trust are upheld. As a charity Learning Partners have to publish their Articles of Association. If a school's Governing Body is unhappy with the conduct of a Trustee they can go to the Members and set out how the Trustee has gone outside of it's Articles of Association. With regard to educational matters whilst there is a notion that academies have more freedom, organisations such as OFSTED ensure that a broad curriculum is provided to students. Regulation of accounts is much more stringent in academies than in Local Authorities.*

**Q. If Governors need support with management decisions in the Trust – where do they go?**

*Depending on the question there are different people, all listed on the Learning Partners website. Different people have accountability for different things, whether curriculum, estates etc.*

**Q. How big is Learning Partners and at what size does a Trust become too big?**

*Currently has 12 schools, 4 secondary and 8 primary. The ambition is to have 20 schools. This year we aim to have Glebelands and three other primary schools join us and then in a couple of years a few more. Research shows that Trusts need to be a certain size to achieve best value. This is the Trustees vision.*

***Q. Does the Trust's Schedule of Delegation protect and guarantee and enshrine, either in the Master Funding Agreement in the Supplementary Funding Agreement or within other instruments of governance, powers currently delegated to LGBs and guarantee that powers reserved to the Trust Board are limited to those reserved at the point of transfer of a school into the Trust. If such powers are not protected and ultimate decisions are not guaranteed for the LGB what circumstances does the Trust Board envisage could trigger the removal of such LGB powers that during current consultation appear to be protected characteristics?***

The trust has a Scheme of Delegation that defines the role of a Local Governing Body, and these are further described in the Terms of Reference for each LGB. The trustees are able to vary these documents if they wish to do so, but would consult schools (via the Governance Leaders Group, on which all schools are represented) before making any changes. The trustees have a healthy ongoing dialogue with school representatives about how responsibilities should best be split between trustees / central team / LGBs / school leaders to best serve the needs of pupils. Changes are rare, but can be made due to legislative changes or efforts to improve performance or achieve financial efficiencies; any changes are underpinned by consultation and will be in accordance with the trust's values. While there is no legal requirement for an academy trust to maintain Local Governing Bodies with any specific list of powers, our values commit us to working in partnership and acting with integrity; in our view, this means that local input into our decision making is essential.

***Q. What level of autonomy and input does each Academy have in determining which operational service providers to engage.***

The school is able to make its own decisions regarding providers of operational services outside of those included in the service charge, with approval required for contracts over certain thresholds. In practice, most of our schools have found benefits in purchasing contracts together, and the trust facilities are number of shared contracts for services such as energy and catering; however there are schools that choose different arrangements due to their local circumstances.

***Q. In the event of the Academy Trust, or schools within the Trust, being transferred to other MATs in the future, are service agreements between each Academy and specific local service providers guaranteed to be listed as part of the Transfer Agreements to protect local providers from breach of contract?***

Provision for such contracts to transfer is part of the standard DFE academy transfer agreement.

***Q. Can the Trust confirm that the 'Glebelands Way' will be respected and supported by consultants or staff involved in school improvement.***

Yes, the trust supports the 'Glebelands Way' and encourages schools to develop an approach that is most effective for their local community; our school support will adapt to these local circumstances. However, the trust may constructively challenge the approach taken by schools if it feels that these are a barrier to student progress and school improvement – mutual challenge is part of a healthy and effective working relationship.

## **Glebelands' Process to become an Academy**

### **Q. What work has been done by governors to explore all options?**

Governors have conducted a number of activities to ensure we reach the best decision for our school. These include:

- consideration of Glebelands strengths, weaknesses, opportunities and threats by both staff and governors, independently of each other, but considered and discussed together
- establishment of strategic criteria for the identification of the school's needs and goals to be satisfied by joining a trust
- Assessment of whether joining a trust is right for Glebelands students and its community.
- consulting with Surrey County Council Head of Department for Education and the supervising body for education in the South of England, the Regional Schools Commission.
- discussions with other local schools to understand their strategy and journey
- research, training and information sessions for Governors
- research on other MATs within Surrey
- research on academisation based on information from a variety of sources
- presentations and Q&A from The Learning Partners Multi Academy Trust on a number of different subjects
- detailed discussions with the other members of The Learning Partners Multi Academy Trust
- site visits by both Governors and staff selected, separately, by both Glebelands and Learning Partners to ask questions of The Trust in action.
- presentation and discussion covering the pros and cons of all the options for the future of the school
- due diligence activities.

### **Q. What is the benefit of joining a MAT?**

Glebelands Governors identified a list of benefits they want for the students and staff. These include better collaboration with colleagues across the good and outstanding schools of the trust on teaching and learning methods; improved resource sharing of staff and facilities; access to new funding opportunities for infrastructure; closer operational support for leadership; assistance with recruitment of both staff and students (the lifeblood of any school).

As mentioned earlier, it is also government policy to encourage and support all schools to become academies. At the same time, local authorities are reducing the services that they have available to schools as their budgets are reduced. For instance, from April 2018 a number of key services such as school improvement have no longer been provided by Surrey County Council.



Against this background the governors have been considering our options for some time. Converting as a stand-alone academy would mean some very difficult decisions over financial priorities, provision of school support services and could risk the quality of our provision to our pupils. Governors believe that academy status within a MAT is the best way to support the school in continuing to develop and improve, and that working together within The Learning Partners Multi Academy Trust will bring benefits to teaching and learning which will contribute to children's achievement.

**Q. Why have governors chosen to join The Learning Partners Multi Academy Trust?**

The Learning Partners Multi Academy Trust is a collaborative equal partnership of 12 Schools. The schools share a common ethos, common aims, a common vision and a commitment to ensuring that we offer the best schools to our communities and deliver an outstanding education to every child.

The governors believe that participating in LP MAT offered the best fit with our strategic imperatives that will enable the school to build on its strengths and to develop and improve in a challenging financial climate.

**Q. How quickly can a school become an academy?**

There are certain steps that must be taken when a school converts into an academy. These include Transfer of Undertakings (Protection of Employment) regulations (TUPE) consultation on the transfer of staff terms and conditions and agreements with the local authority. Consultation has to take place on the land arrangements and there may be consultation with stakeholders.

All of this takes time and the length of time can vary, depending on the complexity of the issues in individual cases. The time required for a conversion to occur therefore varies from school to school. When an application is made, it is a minimum of two weeks before the Department for Education grants an academy order. It can take longer. Once the order is granted, timescales vary from two months to much longer for the conversion to take effect.

Glebelands Governors voted to convert on 8<sup>th</sup> March 2023. We would hope to complete the process by September 2023.

***Q. Is Glebelands already part of Learning Partners given on social media it was advertising a Learning Partners role at Glebelands?***

*No. There is a set legal process to go through before Glebelands becomes an academy. The school needed to renew its IT contract and Learning Partners bid and won the contract. The advertised role is a new opportunity through this contract. It does however show the benefits of being part of the wider organisation.*

## **Education for our Students**

**Q. Will the ethos of the school change?**

No. The governors would not wish to do anything to jeopardise or change the values or standards of the school as it is now.

**Q. How will becoming an academy affect term dates and the working day?**

There are no plans to deviate from currently agreed term dates or the hours of the working day. Any changes to term dates or the working day would be subject to a separate consultation process.

**Q. Will the term dates be the same across the Trust**

*Generally, yes, the start and end dates will be the same. However, INSETs can be set differently. As a Trust Learning Partners are also able to set two further INSET days in addition to the 5 the Government allows, one of which is a collective INSET day across the Trust to enable Trust wide collaboration and training.*

**Q. Will the uniform change?**

The Governing Body is responsible for determining the School Uniform policy. There are no plans to change the uniform.

**Q. Will the name of the school change?**

No.

**Q. Do academies have greater curriculum freedoms?**

Academies are not required to adhere to the National Curriculum, but all schools have freedom to decide how they implement curriculum provision. There are no plans to change the curriculum at our school.

**Q. How will academy conversion affect the educational provision pupils receive?**

Changing to an academy does not of itself raise standards. There are outstanding academies and outstanding Community and Foundation schools.

Academies have freedom to vary the curriculum and there are concerns that this has led to the narrowing of the curriculum in some schools and the loss of subjects, particularly creative subjects and the arts.

Some academies have made decisions about costs of school uniform and equipment and educational opportunities offered by the school which have become cost-prohibitive for some families. Glebelands does not intend to make any such changes.

*Sharing of expertise and resources will bring benefits to staff and students and this can already start to happen in readiness for September. We are already beginning to share information with the Headteacher and Business Manager to ensure a smooth transition. There will be a weekly bulletin for staff to share CPD and to make cross trust links which are encouraged. The approach is that where good collaboration works, this rises and comes to the top and the Trust facilitates and supports this. Examples of this are work around primary transition and reading schemes, moderation in languages, Governor conferences. Networks across the trust are developing. The trust believes in local governance and can scale things up and down across the trust.*



**Q. Do pupils achieve better in academies?**

There is no evidence that structural change such as academy conversion will result in better educational standards or outcomes for children.

There are high-performing academies and there are academies that have been judged 'inadequate' by Ofsted. It is not what a school is called but how it supports high-quality teaching and learning that is critical to success. Glebelands believes that partnership with LP will support the raising of standards for the children in our care.

**Q. Will anything else change? What will children and staff notice?**

Very little will change. Our Headteacher and Senior Leadership Team will continue to run the school and be accountable to the Governing Body, although under a MAT the Headteacher will also be accountable to the Board of Directors of LP.

Our Governing Body will retain a critical role in guiding the school's performance, ethos, values and future strategy. We will still have the freedom and independence to decide what is right for our pupils, staff, parents and community. We will continue to determine our curriculum, staff structures, school day and school terms.

**Q. How does the Trust communicate with its students?**

*A good example of the type of communication carried out recently is around identity, misogyny, race and inclusion. A survey was commissioned and all children were surveyed apart from those too young to engage in Year R and 1. Every school provided a group of children to meet the Trust's inclusion lead and listen to what the students want. Also reviewed at school level which is triangulated. Then there is a termly Trust parental newsletter.*

## **Admissions**

**Q. Will there be any changes to admissions?**

Academies are their own admissions authority and, therefore, set their own admission policies. They are required to abide by the fair admissions code. The Local Authority retains oversight of the admissions process.

**Q. Will the Trust be able to encourage parents to come here and help with transport to Cranleigh?**

*Learning Partners cannot influence parental choices of schools. There are some natural choices that are made when primary schools are part of the same Trust. However, transport would not be provided to assist with admissions.*

**Q. Will the Trust be able to help with managed moves for students?**

*These moves have to happen within a process, but can help with the process.*

***Q. Will students get automatic places to other sixth form colleges in the Trust?***

*Parents can still choose to apply to any sixth form. There are no plans to change the sixth form admission processes for Learning Partners sixth forms or the process for Godalming College admissions.*

## **Staff**

***Q. Is there a requirement for staff or parents at a school to be consulted prior to academy conversion?***

There is a statutory requirement for consultation with either parents or staff. However, it is good practice (and it is recommended by the DfE) for parents and staff to be consulted before an application is made for academy conversion. If a school is converting to become an academy, although staff do not have a right to be consulted on the principle of becoming an academy, staff do have a separate right to be consulted on the impact of any change in the status of school under the Transfer of Undertakings Protection of Employment (TUPE) Regulations relating to their conditions of service.

***Q. Under what circumstances would the trust look to change staff contracts?***

*There would be very few circumstances, but the likely time would be if there was a requirement to balance the budget. If any changes are required there are set processes and laws to follow to consult with staff.*

***Q. Will new appointments from September have different conditions?***

*Any new job roles will be banded to match responsibilities to pay to ensure fair pay across the trust. This is the same as Surrey currently does with their Job Families.*

***Q. Will there be changes to Pensions?***

*No, the pensions will stay the same. There may be a change to the employer's contribution but this will benefit the financial position for the school and will not impact on individual's pensions. The same schemes will still be used.*

***Q. Will Glebelands be able to keep taking trainee teachers from a wide range of providers, not just George Abbott SCITT programme?***

*Yes, Glebelands can source trainee teachers from a wide range of providers, not just Trust providers.*

***Q. What does the Trust wide CPD day look like?***

*The day splits into Secondary, Primary and Support Staff groups. There are relevant key note speakers for each area and workshops and group discussions. Examples of agenda items covered are pedagogy, Teach/Meet, Customer Service, IT Tools, Wellbeing. Learning Partners are already planning next year's meeting, and welcome ideas to focus on.*

***Q. Will Performance Management work the same under a Trust?***

*The structure of PM has not changed in a number of years around targets and working towards these. It will therefore be a similar process.*

**Q. Will there be Trade Union recognition in the Trust?**

*(Note: Trade Union Representatives from Unison attended the staff meeting.) Yes. There are regular meetings with the TU representatives. On the verge of signing an agreement with the unions about how this will work collaboratively in the future. Learning Partners think that this representation is really important and want ongoing dialogue to improve conditions for staff and want to develop that journey in open dialogue.*

**Q. Are there opportunities for Staff secondment across the Trust?**

*Yes. Can vary as to what this looks like. Can be short term or longer term. Any opportunities go out in the staff bulletin.*

**Q. Given teachers are under national terms and conditions why do they have to transfer to academy employment?**

*These are mostly historical reasons but Surrey County Council can no longer be their employer once Glebelands becomes part of a Trust as they will be a different legal entity. Learning Partners will also be responsible for pay and pension contributions for teachers, not Surrey and Performance Management.*

**Q. One Headteacher is across two Learning Partners schools – how did this come about?**

*Previous headteacher moved to a new role with another trust, creating a vacancy. In consultation with both Local Governing Bodies, the CEO appointed another school headteacher as Executive Headteacher across two schools, with a Head of School working for them at the larger of the two schools. The CEO and both LGBs believed that this model was in the best interests of the schools and provided career development opportunities for school leaders within the trust, allowing us to develop future senior leaders and headteachers.*

**Q. Will the Senior Leadership Team have any additional responsibilities under the Trust?**

*Quite likely yes. Learning Partners wants Glebelands to help them become the trust they want to be for the school. The MAT structure is that we are all in it together and help each other where possible. Support for each other is hard wired into the Trust.*

**Q. Is the Trust a Living Wage employer, or does it revert to minimum wage, particularly in respect of facilities, catering, teaching assistants, etc.**

*The trust is not an accredited Living Wage employer, but all our employed staff are paid at our above the 'real Living Wage'.*

## **Parents**

**Q. How can parents make their views known about the school becoming an academy?**

*Parents who wish to make their views known should attend the parent/carers consultation meeting. Views/questions can also be sent to the school. The Consultation runs from 20<sup>th</sup> March to 19<sup>th</sup> April 2023. See the school's website [here](#).*

**Q. Will parents have more influence with academy schools?**

The influence that parents will have with academy schools will entirely depend on the school. Some academy schools have sought to involve parents further in the school following conversion, others have cut them out of processes altogether, including removing them from governing bodies. Glebelands intends to continue to work as closely as possible with parents and carers, for the benefit of our children.

**Q. Once a school becomes an academy, what can parents do if they are not happy with any decisions made?**

In the first instance, as now, parents can complain to the school. The academy will continue to have a clear complaints procedure. Future processes for making a complaint will be very similar to the present policy, but there will be an additional escalation process managed by the MAT.

## Legal

**Q. Who owns the land when an academy converts?**

This will depend on the type of school and the current ownership of the land.

- Community schools – generally the land is owned by the local authority. The academy trust will occupy the school site by way of a 125-year lease and the local authority will become the landlord of the academy trust.
- Voluntary aided schools – land ownership is often split between the local authority and the diocese. For any land owned by the local authority, the academy will occupy that part of the school site through a 125-year lease.
- Trust schools – the freehold of the land will be transferred from the current foundation to the academy trust, so that the academy trust will be the outright owner of the land.

Glebelands is a Local Authority maintained, community school and therefore the conditions described above will apply.

***Q. Are there any plans to change the leases for companies that lease land from Surrey County Council on Glebelands site? Nursery spaces are crucial in Cranleigh and wanted it on record that Cranleigh is really short on spaces.***

*Learning Partners legally take a lease on the school land from Surrey County Council. It depends on the clauses in the current contract. If there is a certain clause in the contract, it can automatically transfer to Learning Partners. If not, then a letter will be sent changing the landlord to Learning Partners which tenants will need to accept. Learning Partners cannot sell off the land, and the land is held on a covenant for educational purposes. Whilst Learning Partners cannot guarantee what will happen in 10 or 15-years' time, there are no plans to change the leases which are currently in place.*

## Financial

### **Q. How is an academy funded?**

Academies are funded in almost the same way as maintained schools; maintained schools have part of their budgets kept back by their local authorities and academies pay part of their budget to their trust to make provision to replicate the range of services (finance, personnel, legal, insurances, etc) previously provided by the local authority.

Academies are funded directly by the Education Funding Agency (part of the Department of Education). This means that academies receive 100% of their grant (rather than a proportion of these funds being diverted to the Local Authority) and are free to choose how to spend it, as long as it is spent on improving the education of its pupils.

### **Q. What is the 'top slice' percentage of school annual grants retained by the central Trust, and what does the school get for this?/ How does the school pay for the Trust's involvement?**

*The trust currently asks schools to contribute 4% of their General Annual Grant, and offers a wide range of services in exchange for this, covering areas such as Finance, HR, Educational Support and Estates. Details of our service offer are available on our website, and we believe our services to offer exceptionally good 'value for money'. Unlike many other trusts, the school contribution is largely 'all-inclusive' (with on-site ICT support being a notable exception, as some of our schools have other arrangements in this area), so there are very few additional charges to schools. Glebelands is already purchasing many of these services from other providers (e.g. the Local Authority), so the majority of the 4% contribution will be offset by savings.*

### **Q. How do Learning Partners prioritise funding on all of the schools?**

*By monitoring what is required, for example, estates. When Glebelands joins there will be a Condition Survey on the school which will identify works required and a master plan for the next 10 years will be devised. Learning Partners will also liaise with Stakeholders and the School Business Manager to identify key strategic priorities. This is put together trust wide to look at where the key priorities lie. Another example is School Improvement. Learning Partners work alongside schools e.g. internal reviews. They annually review quality of provision, learning and outcomes, and look where support is required.*

### **Q. Will Glebelands be financially worse or better off?**

*The trust has been modelling this with the SBM; a like-for-like comparison is difficult, and depends on local factors and grounds. While the majority of the school's financial contribution is directly offset by savings, there is likely to be a modest additional cost – however, the school will be able to access a much wider range of services and education support which will benefit the school community.*