



# Conversion to Academy Status

Start of Staff Consultation  
January 26<sup>th</sup> 2012



## Question:

“Should CHS remain a Trust school or convert to being an Academy?”

# Session Outcomes

- Staff gain an understanding of key issues related to academy status.
- Staff gain an overview of salient aspects of the conversion process.
- Staff gain an understanding of some key potential benefits and risks of CHS converting to an academy.
- Staff gain an understanding of next steps in the process.



# Structure of today's consultation

- Session outcomes
- Academies – key questions & answers
- Rough outline of conversion process
- Key potential benefits & risks
- Group discussion & questions
- Next steps outlined



# Academies: Q/A

## **What is an Academy?**

A publicly-funded state school, generally operating outside LA control, run by a school's Governing Body, which is part of the school's Academy Trust .

## **Which schools have become academies?**

Currently around 10% of High Schools are academies. The first wave (pre 2010) were mainly sponsored failing schools in poorer communities. The new wave are outstanding schools & good schools with outstanding features.

## **Why do schools choose to academise?**

To gain additional freedoms & resources and to be seen as part of a positive brand.

## **Do new academies need to support another school?**

Yes. As an academy, we would continue to be an outward-looking school, sharing good practice in leadership & learning.



# Academies: Q/A

## **How are academies funded?**

The Young People's Learning Agency (YPLA) pay the academy a General Annual Grant based on the level of LA funding calculated for the school. Additionally, academies receive a Local Authority Central Spend Equivalent Grant (LACSEG - around 8%, or approx. £220K for CHS based on current student numbers) to pay for services previously provided by the LA.

## **What kind of services will the academy be providing itself or contracting out to another organisation?**

Services like HR, Payroll, Admissions, Insurance, Legal services, LG pensions, SIMS, Property Services, Advisers (including EVC), Contract Procurement (e.g. cleaning), IT Support, Governors' Clerking etc.



# Academies: Q/A

**What financial support can schools access to help with the costs of conversion?**

A £25K start up grant.

**What if the school/academy is in deficit?**

This will not obstruct academy conversion or status, but academies are expected to work with the YPLA to bring costs and income back into balance.

**Will we have to raise our own capital funding as an academy?**

No. Academies may apply for government capital funding.

**What happens if there's a capital emergency?**

Like LA's, the YPLA has a contingency for this purpose, but academies also are required to take out insurance against these scenarios.



# Academies: Q/A

## Do academies have to pay VAT?

Yes, but they are fully compensated for this by the Government.

## What about the ownership of “our” land?

Academies have a statutory right to lease the land from the freeholder (often the LA) on a long (usually 125 year) lease.

## So are we going to be “quids in” then?

No. But the LACSEG resources give us an opportunity to preserve much of our provision and **ameliorate the damaging impact of our loss of Specialist College resources, the LA’s new funding formula and future falling roles .**



# Academies: Q/A

## **Where does the expansion of academies leave the role of LA's?**

The LA will continue to support and monitor the standards within its own non-academy schools, and provide specific statutory services to **all** schools and academies (such as home-school transport, Child Protection, EP & SEN assessment, statementing & funding, prosecution of parents for non-attendance, PRU provision).

## **What impact will the new freedoms have on staff's existing terms and conditions at CHS?**

- We do not intend to change the terms and conditions of staff.

## **Are there any plans to alter the length of the school day or change the pattern of school openings at CHS?**

- No.



# Rough Outline of Conversion Process

## Phase 1: Registration: January – February 2012

- On-line non-committal registration of interest
- Key Stakeholder consultations begin

## Phase 2: Application to convert / Pre-Approval Checks: Feb – April 2012

- Governors resolution in favour of conversion
- Clarification of partner school plans
- LA/Governing Body start TUPE process
- Secretary of State approval of our application



# Rough Outline of Conversion Process

## **Phase 3: Obtaining Funding Agreement: Summer Term 2012**

- Governance documents finalised
- Academy Trust (members are often the Head, Chair & Vice Chair of Govs) registered with Companies House
- Leasing arrangements for school land agreed
- LA/Gov body complete TUPE process
- All consultation completed
- Funding Agreement submitted to Secretary of State

## **Phase 4: Pre-Opening: Summer/Early Autumn Term 2012**

- New contracts for SLA's & financial systems in place
- Academy registrations in place



# What are the key potential **benefits** of conversion?

1. Greater control of more resources will help us maintain and improve the quality of our provision.
2. We know what's best for our students, and would be free to determine our own spending priorities, rather than follow those of the LA.
3. We already have a strong capacity for self-determination and self-operation.
4. Our market position would be on a par with our main competitors.
5. We would have greater freedom to control admissions, own & develop own land & buildings.
6. We would enjoy greater curriculum freedoms – an emphasis on choosing a broad and balanced curriculum, rather than the NC.
7. We would be leaving the LA at a time when its capacity to support us is likely to be compromised.



# What are the potential **risks** of conversion?

1. *Terms & conditions*: what happens to our terms & conditions if CRI gets hit by a bus?
2. *Financial*: what money will be available next year and beyond?
3. *Moral*: could successful Second Wave Academies damage social cohesion?
4. *Political*: what happens if there is a change of government?



# The next stage

- Group discussion (now)
- Individual written feedback/questions (from 26/01)
- Parent consultation begins (from 26/01)
- Governors consultation & possible resolution to take process to next stage (09/03)
- Other key stakeholders consultation (from 26/1)
- Additional staff meetings/workshops





# Collegiate High School

## Academies: Staff Consultation Sheet

Concerning the possible conversion of Collegiate High School to an academy, I feel:

Questions I would like to ask:

Please hand this in to CRI via DMA