



Consultation with Parents

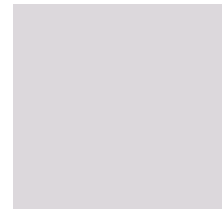
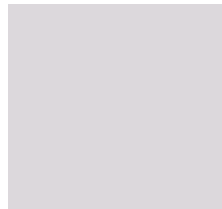
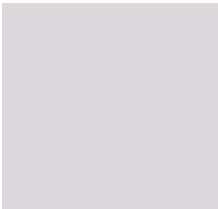
**St John's Church of England  
(VA) Combined School,  
Lacey Green**

**David Cousins – Director of Schools (designate)**  
**Susie Morrissey – Chief Operating Officer (designate)**



# Agenda

- The changing context
- Introducing ODBST
- What is the process?
- Questions





# The Oxford Diocese

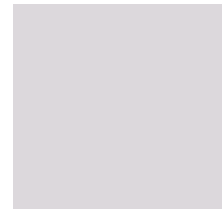
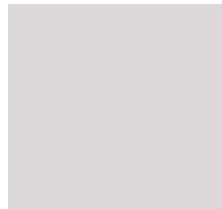
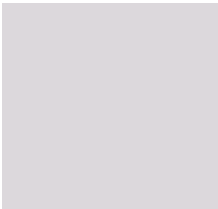
- 283 church schools across 9 Local Authorities
- 92% are judged Good or Outstanding
- Diocese has a statutory responsibility for SIAMS, RE and Collective Worship
- Well established School Improvement Service supporting schools (through SLA)



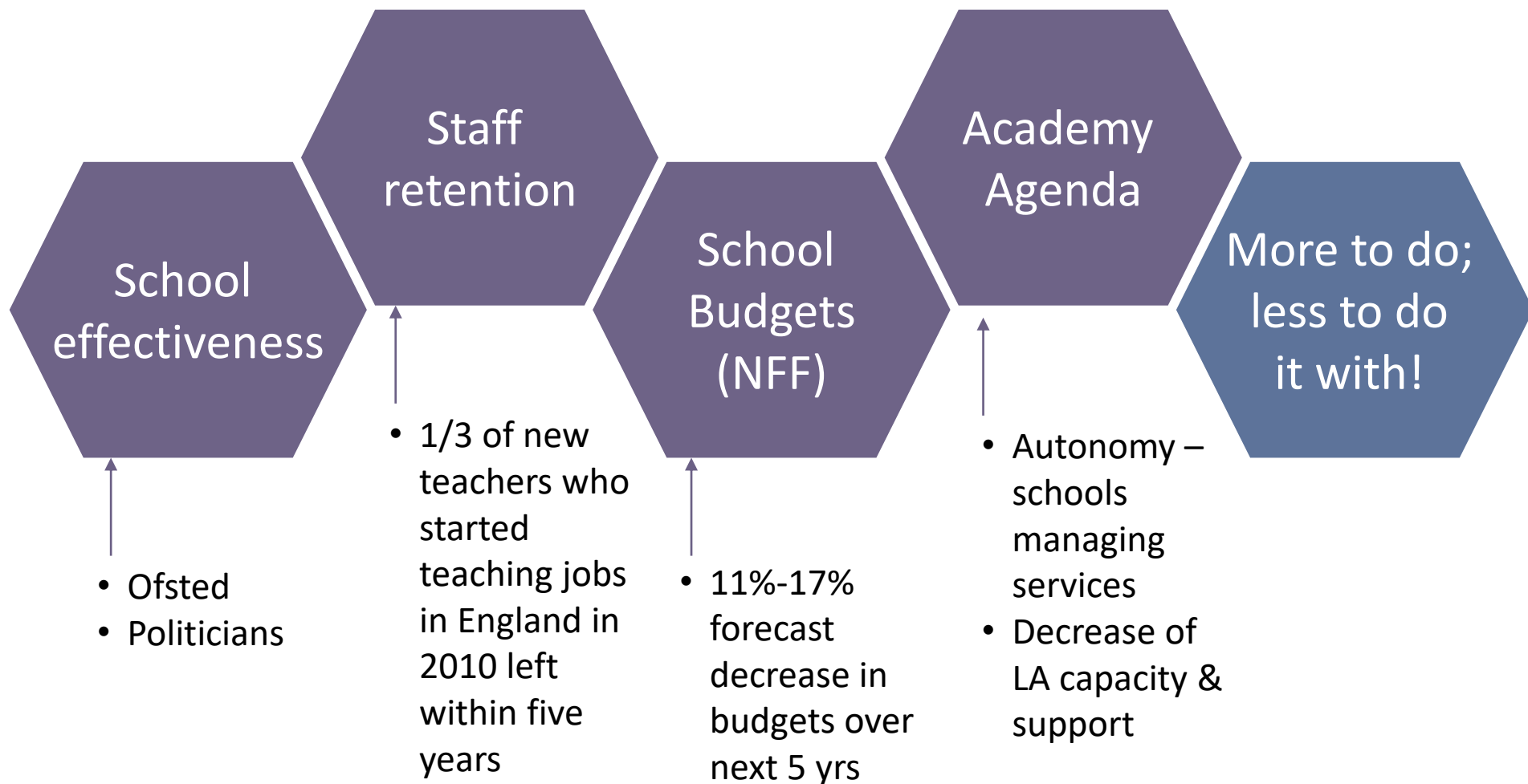


# The Diocesan MATS - ODST & ODBST

- ODST is a existing multi academy trust (MAT) based in Oxfordshire and Windsor & Maidenhead, set up in 2012
- 26 schools, 5 schools with permission to join, and more showing an active interest
- ODBE is responding to Buckinghamshire school leaders by supporting the opening of another MAT specifically for Bucks: ODBST
- The new trust will have significant strength in its foundation from the experience of ODST, and from the support of ODBE



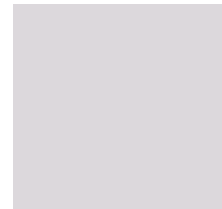
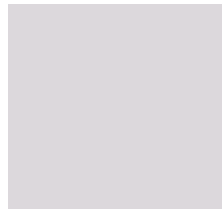
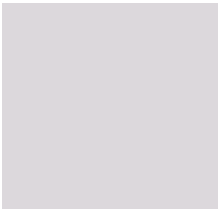
# The context for schools is continually changing





# What is an academy?

- An academy is an independent school funded by the state outside the control of a local authority.
- Schools retain their character as part of the conversion process: i.e. a community school does not become a faith school.
- Once converted, academies are run by a trust, which is a charitable company limited by guarantee.
- Conversion usually takes around 6 - 8 months.
- Academies have some additional freedoms in respect of the way the school is run.





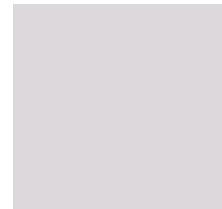
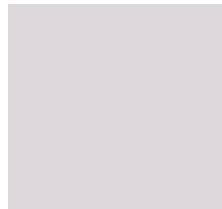
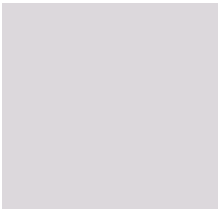
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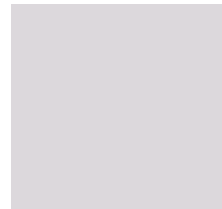
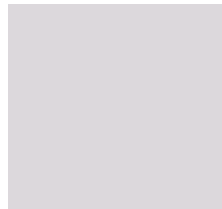
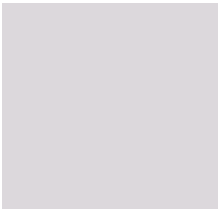
- Questions





# The vision of the Oxford Diocesan Bucks Schools Trust is...

- Rooted in Christian values
- A belief in educational excellence
- A calling to serve our pupils, staff, parents and the local community
- A passion to foster and share the strengths of our unique schools

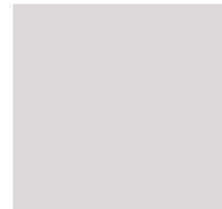
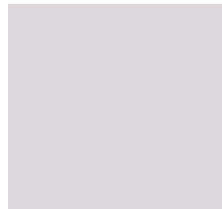
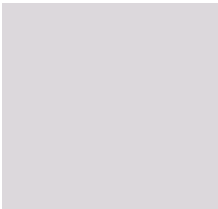






Our **Schools** will be highly autonomous with a commitment to...

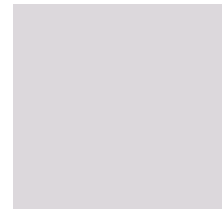
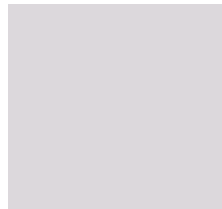
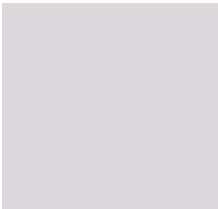
- Offer a broad and balanced curriculum
- Focus on excellence in core skills
- Connect with their community
- Work collaboratively with other schools in the Trust





Our **Children** will be served so that they...

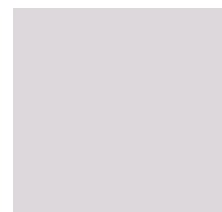
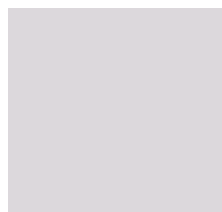
- **Develop and thrive** (intellectually, socially, culturally and spiritually)
- Aspire to **educational excellence**
- Reach their fullest **potential**





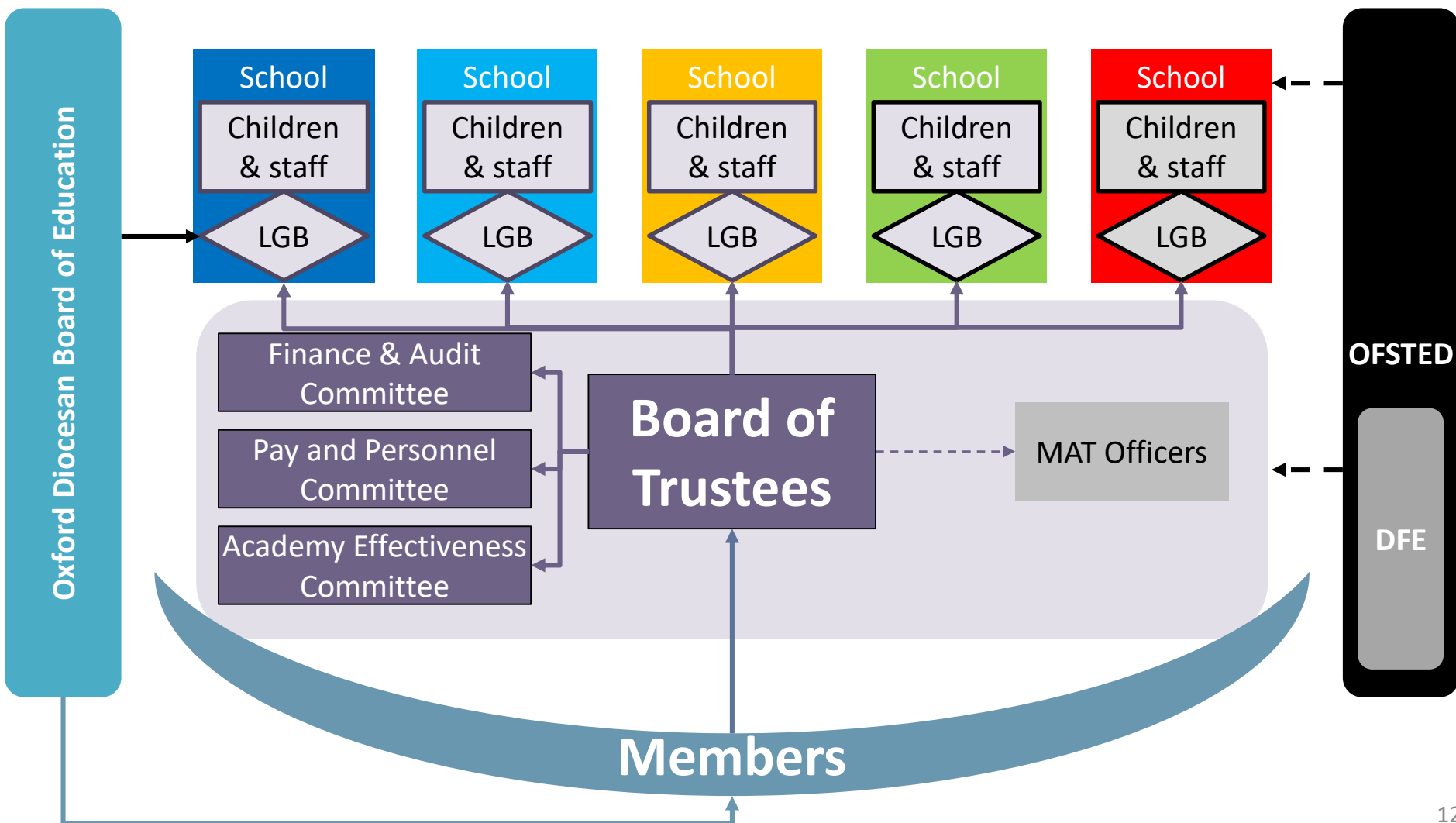
# Our Trust will enable **local leaders** by...

- Recruiting, training and retaining quality staff
- Enabling strong and effective leadership that is supported and challenged
  - Support for existing leaders in their vocation
  - Grow effective leaders through CDP and secondment opportunities
- Supporting governors to make decisions at a local level
  - With CPD for governors and clerks





# The Multi Academy Trust Company Structure





# Governance of ODBST

## **Members** (appointed by ODBE)

- **Bishop of Oxford**
- **ODBE corporate**
- **Two members of ODBE Board:**
  - Maureen Lomas
  - Peter Norman
- **Chair of Trustees**

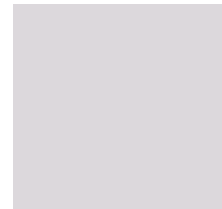
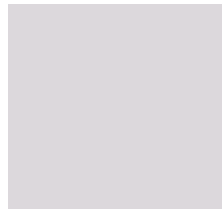
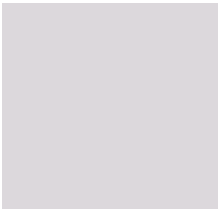
## **Shadow Trustees** (first 6 identified)

- **Bishop Alan Wilson** (Bishop of Buckingham) Chair of Trustees
- **Anne Davey** (CEO)
- **Fiona Craig** (ODBE)
- **Steve Edgar** (former BCC)
- **Michael Phipps** (former DfE)
- **The Revd Canon Rosie Harper** (Vicar Great Missenden)



# Trustees

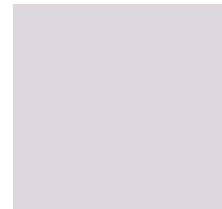
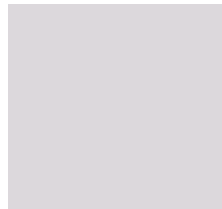
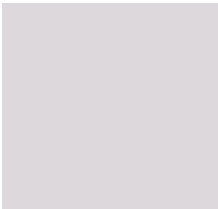
- All the academies in ODBST are governed by a single board of trustees
- Trustees are accountable to Ofsted and the Department for Education (DfE)
- Responsible for the overarching direction and policies for its schools
- However - local governing bodies in each of the academies, have delegated powers and functions
- Geographic 'hubs' promote school to school working in local areas but also maximise individual skills and whole trust learning





# Local Governing Body

- **Oversee the day-to-day running of their academy**
- Appointed to manage the tasks and responsibilities delegated to them in running their academy on a day-to-day basis
- 12 governors with church, staff, parent and skills appointments
- Manage the school's budget and resources
- Hold leaders to account for the achievement of pupils
- Deal with the management and organisation of the academy
- Create and monitor the development plan for their school
- Implement Trust decisions and policies





# The Trust will support schools with:

**HR**

**Finance**

**Premises**

**Training &  
CPD**

**Procurement**

**Admissions**

**Operation  
Support**

**Inspection  
Support**

**School  
Improvement**

**Governor  
Support**

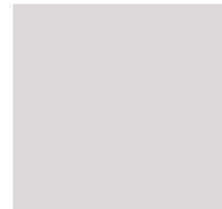
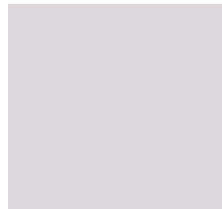
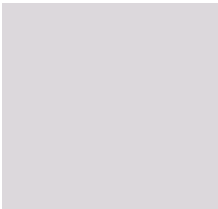
**MAT  
Governance**





# School Improvement

- Rigorous and thorough challenge and support;
- High quality professional development;
- Clear systems of accountability at all levels of the school and academy trust
- Working together to inspire a family of self-improving schools;
- A community of peer-led professional learning, reflection, challenge and support;
- Effective, knowledgeable and well trained leaders, teachers and other staff.

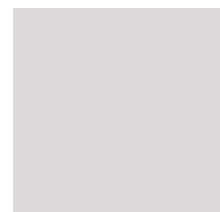
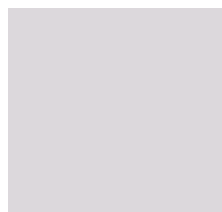




# Governor Services

ODBST has:

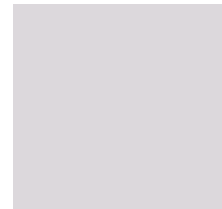
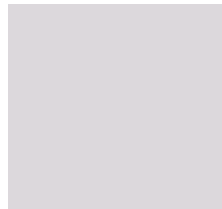
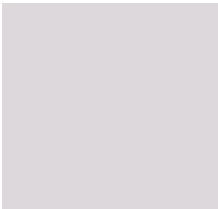
- developed and supports effective, knowledgeable and well trained governors
- support of a central Governor Services Officer
- a range of services and central support for chairs and clerks
- mentoring and support for new governors and clerks
- regular high quality governor training & support





# What will becoming an academy mean?

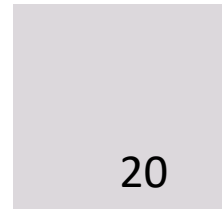
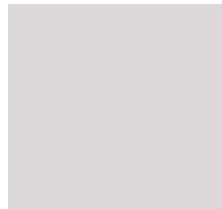
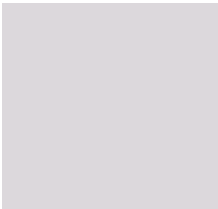
- More money?
- New buildings?
- New teachers?
- Changed admissions?
- Different catchment?
- Improved standards?
- Extra costs?





# Reality check...

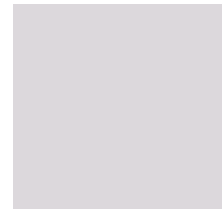
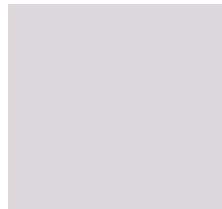
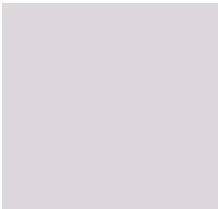
- Not all MATs are the same
- Executive leadership v local autonomy
- Individuality maintained
- Foundation respected and held safe
- Finance & HR systems change
- Responsive support for learning, assessment and evaluation for all schools





# Agenda

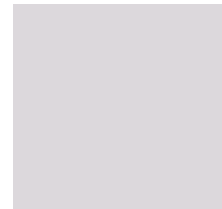
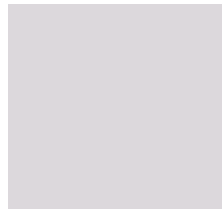
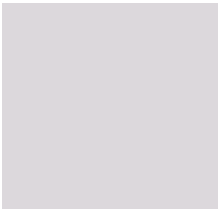
- The changing context
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# Who makes the decision?

- The governing body is required to consult about this decision
- The decision to become an academy rests with the **governing body**
- The final permission rests with the **Regional Schools Commissioner** on behalf of the Secretary of State for Education





# What happens next?

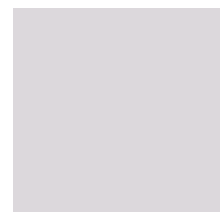
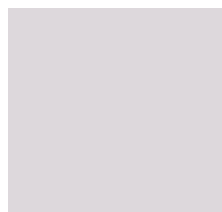
Governing body  
decision to proceed

Secretary of State  
Decision – determines  
conversion date

Due diligence  
processes including  
TUPE of staff

Legal documents sent  
to DfE & Secretary of  
State final decision

Celebrate!





# Discussion & Questions