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Academies and Trusts: Opportunities for schools, sixth-form and FE colleges

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department for
children, schools and families

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1. Introduction

Education is at the heart of the Government's agenda. From it stems the key elements of a well-developed modern society, such as economic strength and social cohesion. We are committed to giving every young person the skills and confidence to develop to their full potential and to contribute fully to society. Our recently published Children's Plan confirms our intention to put the needs of families, children and young people at the centre of everything we do.

This prospectus will be of interest to all successful schools and colleges. It sets out the spectrum of opportunity available to them through the academies and trust schools programmes to contribute to the wider improvement of educational standards, by entering into long-term and clearly-structured relationships with other establishments.

High achieving educational institutions such as successful schools, further education colleges and sixth form colleges all play an important role in equipping young people with the necessary attributes and life skills to flourish in whatever path they choose to take. Such institutions have distinct strengths, providing educational excellence for the particular needs of their cohorts. High-performing schools can offer a great deal by reaching out and helping less able institutions.

Many high-achieving schools are already engaged and actively collaborating with weaker establishments and these mutually beneficial relationships are having particular success in trying to overcome social barriers in deprived communities. We can, however, do more to develop these existing links. The Government wants to see strong and successful schools building firm educational ties with partner institutions as an integral part of long-term strategy.

The academies programme targets areas where there are not enough good school places. Successful schools and colleges may wish to consider sponsoring an academy as a way of exporting their formula for success and further supporting their community. In July 2007, we announced that high achieving educational institutions would no longer need to provide financial sponsorship in order to become involved in academies. We want these strong educational establishments to focus on what they are best at: delivering quality teaching and learning and positively shaping the ethos and culture in their partner weaker school.

Any school can form a trust, regardless of its circumstances. There is no one template for a trust; it may be a single school forming a partnership with local stakeholders; a group of secondary schools focusing on delivery of the 14–19 agenda, or a secondary school with its feeder primary schools and local community resources, focusing on health issues and primary to secondary transition. We would encourage maintained schools to explore how they might use a trust to strengthen existing partnerships and drive up standards through more formal long-term working relationships with other local schools and external partner organisations.

Enthusiasm for collaborative working is one of the great strengths of our education system. The early years, primary, secondary, further and higher education all have a great deal to offer to each other in providing a world-class education for our young people. This prospectus sets out how collaboration between different parts of the sector can be made a key element of educational provision.



Ed Balls,
Secretary of State for
Children, Schools
and Families

2. Why should the high-performing schools get involved?

Raising the aspirations of young people from all backgrounds is key to unlocking their potential and generating a world class education system. High-performing schools are already experienced in establishing an ethos where excellence is expected and where students are supported to realise their aspirations. The Government believes schools with a track record of achieving educational excellence should be given the levers to reach out and positively engage with those who can benefit most from their experience.

There are many reasons why a high-achieving institution would want to sponsor or federate with an academy or establish a trust with other local schools and external partners.

Forming a lasting relationship with another institution provides a platform for the stronger school to share its 'educational DNA' – the key philosophies and models which underpin its success – with a weaker school. Moreover, as long-term partners they can develop a shared strategic direction and educational vision to take both schools forward.

High-achieving institutions from all sectors which decide to sponsor an academy are in a unique position to get involved at the beginning of a major educational venture through setting-up, shaping and nurturing a new school. In the longer term, collaboration can bring a range of exciting fresh challenges; for example in motivating staff

and pupils alike; by managing expectations in the partner school and dealing with an educational culture that may be very different.

Partnership with an academy or within a trust offers reciprocal benefits. The stronger school can take advantage of:

- staff development through experience of a different learning environment;
- the sharing of expertise and best practice, for example among subject leaders across institutions;
- opportunities for students to work and learn together in an expanded learning community.

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3. Why should successful colleges get involved?

The new 14–19 entitlement requires institutions pre- and post-16 to work together to create a coherent offer that meets the needs of all young people aged 14–19. Collaboration with schools can bring many advantages to post-16 educational providers. It offers a way of formalising the increasingly common collaborative approach to delivering the 14–19 agenda. Having direct engagement with schools, FE colleges and sixth form colleges are in a good position to canvass pupils' views on a range of issues, including how and what they learn in school; what their expectations of FE/post-16 education might be and how best to respond to their needs. This direct interaction can raise students' aspirations towards further and higher education, dispelling myths and breaking down perceived barriers among pupils to their continuing engagement in learning and training.

Additional benefits for the FE and sixth-form college sector include:

- supporting **subject specialism** and access to the **14–19 diploma** offer;
- sharing **curricular expertise** to raise standards in local schools, by supporting vocational learning programmes;
- spreading the **values and ethos** of further education to schools;
- promoting **innovation** in education;
- **challenging** and stretching schools' most able pupils through – for example – gifted and talented programmes and summer schools;
- providing continuing professional development opportunities for staff.

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4. What are Academies?

Academies are all-ability state schools with a mission to transform education. They are set up where the local status quo in secondary education is simply not good enough or where there is a demand for new school places. They are established and managed by independent sponsors and funded by the Government at a level comparable to other local schools. They are not maintained by the local authority, but they are set up with its consent and collaborate closely with it and with other schools in the area.

Some academies are brand new schools in areas needing extra school places. Others replace weak or under-performing schools serving disadvantaged communities. As a broad rule of thumb to date, the Government has been prepared to consider as a potential academy project any secondary school where fewer than 30% of pupils gained five or more good GCSEs including English and maths.

Strong, ambitious leadership; effective management; high aspirations for all pupils and good teaching are essential ingredients in the success of schools. Academies are also stimulating a culture shift in ethos and expectations. Where academies replace highly challenging schools it will inevitably take time to transform standards, but almost all academies are demonstrating year on year improvement substantially above the national average. The National Audit Office's evaluation of academies, published in February 2007, concluded that "performance is improving faster in academies than in other types of school, including those in similar circumstances". The key achievements of academies to date are set out later in this document.

As of September 2007 there are 83 academies open in 49 local authorities, with up to 50 more projected to open in September 2008. The sponsors include educational foundations, universities, philanthropists, businesses, private school trusts and the faith communities, all with the backing of local authorities. The Government is firmly committed to establishing 400 academies as part of the creation of a world class education system and has committed sufficient resources to ensure that this will happen.

Until recently the lead sponsor of an academy had been required to provide sponsorship of £2 million. On 10 July 2007 the Secretary of State for Children, Schools and Families announced that sponsors which are existing high-performing education institutions – whether universities, colleges or schools – would in future be exempt from this requirement. We want sponsors to engage with the academies programme because of their educational expertise and commitment to social mobility.

Each academy is unique. Because of the programme's focus on fitting each academy to its community and circumstances, their success has been sustained as the programme has expanded and there is every reason to believe that this will continue to be the case.

5. What are Trust schools?

Trust schools are maintained foundation schools supported by a charitable trust. The purpose of the trust is to use partnership working as a vehicle to drive up standards through long-term, formal relationships between the partner organisations and the school(s). They allow the development of innovative ways of addressing persistent school-based challenges through the expertise of a range of partners, which can include universities, colleges, other schools, national and local businesses, as well as third sector and public sector organisations. The trust offers the partner organisations the opportunity to contribute to shaping the direction of education in their area.

A trust is made up of one or more schools and partners working together for the benefit of one or more schools. Any school can become a trust school, regardless of whether it is a primary, secondary or special school. There is no set model for a trust: the first examples include single schools with just one external partner; federations of secondary schools focusing on delivery of the 14–19 agenda and secondary schools with their feeder primary schools and local community

resources, focusing on health issues; primary to secondary transition or the aims of the Every Child Matters agenda.

The first trust schools came into being in September 2007. There are currently 30 trust schools in 10 local authorities, 23 of which are working in 6 collaborative trusts. Around 270 schools are actively pursuing trust status. The partner organisations, including universities, further education colleges and local employers, reflect the Government's ambition that every school should be linked to a higher or further education institution and a business.

Successful FE and sixth form colleges are popular choices of partner when schools consider establishing trusts. Many schools already have strong partnership arrangements and, in many cases, the establishment of a trust formalises an existing, successful arrangement. Such relationships will not always be restricted to the immediate locality, as many FE colleges have links with schools outside their area through 14–19 programmes or other, subject-based initiatives.

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6. The options

(a) For maintained schools

Two ways in which successful schools can develop a broader involvement in education outside their own establishment and beyond the informal links many already have with other schools in their area: Are academy sponsorship and academy federation.

i) Academy sponsorship

It is now possible for a successful maintained school to act as **lead sponsor** for a new academy, as long as it already holds – or is prepared to work towards – self-governing (foundation, trust or voluntary-aided) status. The school will take on responsibility for the development of the new academy's ethos and vision and for its governance. The state is the silent partner and will meet initial capital costs for the new academy and its subsequent running costs, but the key decisions about the strategic direction of the new school will lie with the lead sponsor. In return for this degree of control, the sponsor puts in the hard work: taking a leadership role on the governing body; setting goals and standards; determining academic, curriculum and admissions strategy and hiring and managing top staff; in short, running the new academy.

In determining whether a successful school is a suitable candidate for the role of lead academy sponsor, its recent results; Ofsted inspection reports and a number of other factors will be taken into account. If it is agreed that a project should progress, the DCSF will usually assist in finding potential co-sponsors from other sectors to support schools in their lead role, although it may sometimes be considered appropriate for a school to be the sole sponsor.

Schools acting as lead sponsor for an academy will be able to apply for a capacity grant of up to £300,000 (over two years) to assist them in releasing the resources necessary to drive forward the academy project and to provide the educational advice and support required to bring about the improvement needed in the weaker school.

Some schools or colleges may feel that they want to offer some support to an academy without committing to leading its development. It is possible to become a **co-sponsor** of a new academy, which would still allow for the sharing of educational advice and expertise, but relies upon another institution or organisation to act as lead sponsor and to drive the overall ethos and vision. Schools in the role of co-sponsor will not qualify for a capacity grant.

Thomas Telford School

The greatest challenge facing England's best performing schools is to repeat their successes in other organisations where the difficulties and challenges are more acute. Do this and you prove beyond doubt that your formula for success can have a potent effect upon education and, more importantly, on the quality of life for so many more young adults.

The conditions that prevail today through the academies initiative allow England's best schools this very opportunity and I believe many of us should seize the chance to make a big difference to young people's lives. Having been down this route several times, let me share with you our experience and how rewarding it has been.

I have to admit that the conditions that prevailed for me to achieve exceptional outcomes at Thomas Telford School were premier, with superb support from experienced and business-savvy governors.

Thomas Telford School is a City Technology College, sponsored by The Mercers' Company of the City of London and Tarmac Group Limited. It was established in 1991 to pioneer new methods of education; to raise standards for its students and to share successful practice with other schools. We never anticipated that sharing good practice would lead to us being able to establish three other schools (academies) but first we had to establish something worth sharing.

At Telford, the first cohort of students sat GCSEs in 1997 and, by 1998, the school had become the top performing comprehensive school in England, a position it has maintained to date. At the turn of the century, Telford was also developing its business arm. The financial success of its online courses coincided with the development of the Government's Specialist Schools and City Academies programmes and the school went on to sponsor some 75 schools for specialist school status, investing £1.25 million in schools across the West Midlands and Shropshire. More significantly, Telford was in an excellent position to sponsor a City Academy and so replicate the successful practices developed over the previous decade. Three highly successful OFSTED inspections had resulted in Telford being named three times as an Outstanding School in HMCI's Annual Reports. In the most recent OFSTED report in May 2006 Telford was graded 1 – outstanding – in every category.

My governors from Mercers and Tarmac persisted in encouraging and supporting me to spread our practice wider. The DfES then set up a meeting between the Chief Executive of Walsall Council and representatives of Telford and its sponsors. The eventual outcome of these talks was to build a new school in an area of significant deprivation in Bloxwich. Five years on, Walsall Academy is a resounding success, led by Jean Hickman, a former Telford Deputy Head.

As Walsall Academy was nearing completion, was it time for us to look at other possible projects?

Three local authorities – Wolverhampton, Sandwell and Telford & Wrekin were invited to submit proposals for a further new academy. The Telford Governing Board decided that Sandwell faced the greatest educational challenges and proposed a new school in that borough. Liaising with Eric Griffiths, then in charge of education in Sandwell, a site for the new school was located.

An effective governing board has a big impact on the success of a school and, with Telford and Walsall Academy governors stretched almost to capacity, new sponsorship partners came on board – HSBC Education Trust (through Dame Mary Richardson) and West Bromwich Albion Football Club (via Chairman, Jeremy Peace) to bring their experience to the running of Sandwell Academy.

Sandwell opened in 2006 and is flourishing with 450 Sixth Form students and 360 students in Years 7 and 8. Simon Topper, another former Telford Deputy Head is Headmaster of the Academy.

In the meantime, Thomas Telford decided to engage in a federation with the worst performing school in Telford. Madeley Court School was on the verge of failing and had a falling roll. Following discussions with Telford and Wrekin Council, a three year federation was established between the schools. Under the headship of Vic Maher (yet another former Telford Deputy Head) a most dramatic improvement programme was initiated. With the same intake of students (levels of deprivation are stark – 35% Free School Meals, 30% SEN), exam results improved spectacularly from 22% to 83% 5+ GCSEs in three years. When Mathematics and English are taken into account, these results improved from 16% to 42% also over a three year period. It is now one of the most improved schools in the country.

The much needed additional human resources this time came from the Edge Foundation who joined Telford in sponsoring Madeley Court to become an Academy in April 2007. New buildings are due to open in 2009.

Briefly, the Telford model is as follows. Students have an extended school day with the first lesson beginning at 8.30am. Extra curricular activities are available from the end of formal teaching time at 4.00pm right up until 6.00pm. In all, students are taught up to 32 hours per week mostly in three hour sessions and the curriculum is planned around this timetable. The whole curriculum is available online so that staff, students and their parents can access it at any time. Students now spend only two years at key stage 3, taking their SATs at the end of Year 8. This provides time for a three year GCSE course which in turn enables the brightest students to sit examinations early. Vocational courses are given as much emphasis as academic ones with all students studying at least one vocational course. There is a very close partnership between students, parents and the school with parents receiving regular reports (ten times a year). This close cooperation helps to ensure that any problems are quickly identified and strategies put in place for their remedy. In addition, the staff have optimum conditions with a maximum 80% teaching timetable and extra payment for cover, if needed. All three new schools work hard to replicate the Telford model but with modifications to suit their individual needs.

Why then should outstanding schools become involved with the academies programme? My answer is that I believe these successful schools have a social responsibility to share their good practice. To me, it seems such an obvious next step and I am confident that there are plenty of successful schools nationwide that could replicate themselves just as we have done here at Thomas Telford School and have a really positive effect upon young people's lives.

Now that the route to establishing future academies is no longer reliant upon having to provide £2 million, there is a clear way forward for outstanding schools to replicate their practice without the financial burden. This will allow us to unlock the outstanding human resources which are the keystone to replicating successful practice.

If you are one of England's best performing schools, it is highly likely you will have similar ingredients to the Telford model and other distinctive features which make your school outstanding. Join with us to make life better for so many more young adults. It is a hugely satisfying experience.

Sir Kevin Satchwell
Headmaster

Greensward College, The Bramston School and The Rickstones School (Essex)

In federation with The John Bramston School and The Rickstones School, Greensward College is bidding to be the first high-performing school to sponsor a three-way academy federation with two other schools in Essex. The three schools will work together under a single academy trust, which they have named the 'Academy Enterprise Trust'.

Greensward College, Hockley, has enjoyed high levels of success for a number of years and in 2007 they achieved their best ever results, with 90% of students gaining 5 or more A*-C grades in their GCSE examinations. The Principal of Greensward, David Triggs, is a National Leader of Education and an Associate Headteacher to the Specialist Schools and Academies Trust (SSAT). He has previously worked with a range of schools across England and has been involved in the training of over 100 executive headteachers. In 2007, Essex Local Authority appointed Greensward to work with The John Bramston School, Witham, to help it come out of special measures.

In June 2007, the DCSF invited Greensward College to develop proposals for an academy federation pathfinder. The pathfinder was to involve both Greensward College and The John Bramston School becoming academies under a single Trust. Further discussion highlighted the need for a solution for the whole of Witham and, as a result, the local authority and Greensward College worked together to create a proposal that included both Witham secondary schools – The John Bramston School and The Rickstones School. In 2007, The John Bramston School was put into special measures and The Rickstones School results revealed low attainment, with fewer than 20% of pupils achieving 5 or more A*-C including English and Maths. Currently, over 200 children travel out of town every day to attend higher performing schools.

The three academies are planned to open in September 2008, working under the Academy Enterprise Trust. Each academy will have its own local governing body and a management board will be created to determine the strategic direction of the academies. The board will monitor performance and enable effective dissemination of Greensward's successful policies and practices. David Triggs, who will become Chief Executive Officer of the three schools and remain principal of Greensward College, believes that the federation will provide an "opportunity to share core principles and standards" and to address the Every Child Matters agenda.

The two academies that replace The John Bramston and The Rickstones schools will adopt the successful practices of Greensward College in areas including behaviour management, leadership and management structures, teaching and learning and training and development. Working in collaboration with other local providers and assisted by the formal relationship within the federation, the schools believe that the specialisms of the three academies will ensure that they can offer a broad 14–19 curriculum, which will cater for all learners. Greensward Academy will retain its existing specialism of Vocational Studies, providing courses including Construction, Beauty Therapy and Video Production, and will adopt a new Science specialism. The John Bramston Academy will specialise in Sports and Science, whilst The Rickstones Academy will have Performing Arts and Mathematics specialisms.

Communication will be at the core of the federation, taking advantage of the expertise and experiences that can be offered between the three schools. A common ICT system will be implemented, which will facilitate effective communication – sharing lesson plans and best practice,

developing inter- academy training and development opportunities and ensuring that staff and students have access to effective ICT tools. A shared data centre will allow staff from all three academies to access valuable information, building the impact of assessment for learning. Further shared practice will take advantage of innovative ideas, including the Discipline with Dignity programme from New York. Moreover, staff will have the opportunity to share expertise and gain experience across the three academies. Greensward College already has a CPD training centre, which they plan to make available to all of the academies in the federation, as a cost-effective means of developing more effective teaching and learning.

In addition to sharing core principles and standards, David believes that the federation will create greater efficiencies within the system, providing the opportunity to dedicate time to the implementation of innovative projects. An excellent example is a complete review of the current curriculum and the development of a new one for all learners, enabling personalised learning throughout the three academies. Greater efficiencies will also enable each principal to be responsible for education, whilst other professionals will be recruited to take care of other areas - such as finance - across the academies. He also envisages that there will be greater opportunities for succession planning and to continue the development of Greensward's leadership programme.

David is looking forward to the mutual benefits that arise from federation; he sees the federation as creating "a new structure and paradigm within the schools, which will give [them] the space and time to achieve the aims of Every Child Matters."

The Priory Federation of Academies – Lincoln

The Priory Federation of three academies will open in 2008 and will build on the leadership and excellence of The Priory Lincolnshire LSST, and its proven ability to achieve outstanding results and to drive improvements in other schools. Led by this highly successful foundation school – in 2005, 2006, 2007 (provisionally) 100% of pupils achieved five or more good GCSEs – the academies' vision is to create learning environments which support all students in reaching their full potential, and which do not set limits on what they can achieve.

Richard Gilliland, Head of The Priory LSST School has already taken over the executive headship of the Joseph Ruston Technology College and, as part of the academy federation, will become the Executive Head of the three academies. The three academies will be created from five schools and will be:

- **The Priory City of Lincoln Academy**, which will provide 11–18 education for 900 students (750 11–16 and 150 16–18 pupils) to replace the City of Lincoln Community School;
- **The Priory Witham Academy** will replace the Joseph Ruston Technology College, the Usher Junior School and the Moorland Infant and Nursery School and will provide 3–18 education. The Academy will provide a 30 place nursery together with provision for 420 pupils aged 5–11, 450 11–16 pupils and 100 16–18 aged pupils and
- **The Priory Academy LSST** will replace The Priory LSST and will provide education for 1700 students (1200 11–16 and 500 16–18 pupils).

The academy federation will build on the successful soft federation between The Priory LSST and Joseph Ruston Technology College, which has been in place since 2005 and which was supported by the DCSF. This arrangement has brought about a significant improvement in standards at Joseph Ruston Technology College and has significantly raised the proportion of pupils gaining five good GCSEs from 13% in 2004 to 75% (provisionally) in 2007. Although there is still some scope for improvement – particularly in English and Mathematics – the school’s Science results have also risen significantly since 2005. Pupils’ behaviour and the culture for learning within the school have been transformed. The City of Lincoln School has also improved recently and these improvements will be further driven and supported by the change to academy status.

The Priory ethos and vision includes a strong sense of personal identity; an emphasis on personal and community responsibility; a house system; a Combined Cadet Force (CCF) and the provision of excellent indoor and outdoor learning environments. Joseph Ruston has begun to replicate many of these arrangements, which have proved to be key in turning the school around.

The improvements already brought about include: a litter and graffiti free, freshly painted environment; a welcoming foyer and public areas; students’ art work framed and displayed around the school; a “book bar” library created and year group gardens developed with water features, seated areas and sculptures. In addition, in order to ease the transition from Year 6 to 7, a play area has been created in the Year 7 garden, in response to a request from students. These improvements have contributed to creating an effective learning environment which fully supports the Priory ethos and approach and which will provide a firm foundation for the development of The Priory Witham all-age academy.

The academy federation will replicate the arrangements currently in place between The Priory LSST and Joseph Ruston Technology College. The Priory Fundraising Trust will sponsor the federation with a principal for each academy under the leadership of Richard Gilliland as the Executive Head for all three academies, and a single governing body. Pupils will be able to access the provision at all three academies at all ages, in order to receive the education and support that they need. Teachers will be employed by the trust and so will also be able move between the academies.

Increasing students’ self esteem has been at the heart of the change at Joseph Ruston. Building on this, a Priory Federation motto has been developed: “sic itur ad astra”, which means “thus onwards to the stars”. The federation of academies will take a common approach to values and principles; to the use of management and teaching expertise and to the use of resources. The curriculum offer in all 3 academies will be distinctive but complementary. Across the federation there will be a portfolio of specialist curriculum areas balancing both academic and vocational subjects. There will be an expectation that students continue into post-16 education; 94% of The Priory LSST students already do. The Priory is also exploring the possibility of providing post-16 boarding provision in order to boost staying on rates across the federation.

The creation of an all-age academy within the federation will also help to tackle low literacy and numeracy rates, which currently affect attainment at GCSE, and will help to aid progression and continuity at age 11.

For more information about the academies please see their website at <http://www.prioryfederationofacademies.co.uk/>

ii) Academy federation

Successful maintained schools may also wish to consider the option of partnering a weaker establishment in an arrangement whereby both schools become academies under a shared academy trust and governing body. This model establishes a hard federation between the two academies involved and the joint governance arrangement facilitates the closest possible relationship between them with the added advantages of joint financial and general management. With academies becoming

increasingly successful, a conversion to academy status need no longer be associated with any past weakness and a number of successful schools are now working in projects of this kind as part of a pathfinder scheme launched in April 2007.

The stronger school in such a partnership may also be able to apply for some capacity funding to assist them in releasing resources to provide educational advice and support for the weaker school. The DCSF will assist in finding external sponsors for these federation projects where appropriate.

The Ridings High School and King Edmund Community School (South Gloucestershire)

The Ridings High School and King Edmund Community School in South Gloucestershire are working on an academy pathfinder project to transform their schools into two independent academies under a single federation with one overarching executive governing body and one executive principal.

The Ridings High School (a Specialist Technology College) in Winterbourne, which is only four miles from King Edmund Community School, achieves examination results which are significantly above national averages in all key stages. The school obtained full International School Status in 2005 and became one of the first state schools to offer the International Baccalaureate in 2006. Dr Rob Gibson, Headteacher, believes that the success of the school now needs to be underpinned by a new operating context appropriate to 21st century education.

He states, "We need to adapt our present view of education to a longer-term vision in which greater school independence provides momentum in support of initiative and innovation to raise standards further".

While King Edmund Community School has experienced difficulties in the recent past, Dr Gibson stresses that the academy pathfinder will enable both schools to benefit as a consequence of a shared commitment to student achievement: "Together, both school communities, each with their own strengths, will play a key role in the raising of standards."

After a period of considerable uncertainty for King Edmund – including the possibility of closure – a new Headteacher, Roger Gilbert, was appointed in September 2005. Later that term, in October, an Ofsted inspection served the school with a 'notice to improve' and it became the task of Roger and his leadership team, with the support of the local authority, to re-energise the school to improve standards. Morale was also hugely improved with the news that the school's future, following a lengthy consultation process, was assured. Twelve months on, the follow-up inspection acknowledged the improvements that had been made - particularly with key stage three, where SAT results have continued to improve and are now among the highest levels in South Gloucestershire. Nevertheless, consistent success at GCSE is still proving elusive and the governors, leadership and staff of the school are looking for more innovative and dynamic approaches for the future.

Roger explains: "We were all determined to find other things we could do. This is a chance for us to work collaboratively with a successful local school and for both communities to benefit. For ourselves, we are really excited by the opportunities this new direction offers to young people and their families in our local area."

Each school arrived at exploring academy status by different routes. For The Ridings High School, a well developed, independent international school context provided the focus for their vision of education in the 21st Century. This led to initial discussions with South Gloucestershire Council and, centred upon leadership and innovation, consideration was given as to how this vision might support King Edmund Community School. For King Edmund Community School, vocational education was its principal focus. It was from this that the idea of entering into a joint academy arrangement made sense for both schools and their communities. With the support of the local authority and sponsors from higher education, the commercial and industrial sectors, their vision is now that of two independent academies with a common purpose: to raise standards through sustainable educational provision within the academy federation for the benefit of the students and their communities.

King Edmund Community School visualises their academy as vocationally-focused, building upon the work already developed. Co-operation in the area of vocational education is already well established between both schools. It is upon this co-operation that aspects of the academy programme will be enhanced. The academy pathfinder project, operating under the single federation and providing an international and vocational context for students of all abilities in both communities, will ensure a range of unique opportunities.

Despite their geographical proximity, the schools serve different communities and see this academy federation pathfinder as a valuable 'laboratory' for testing educational ideas. Both schools believe that academy status within a single federative structure will not only further raise standards, but also raise aspirations within their communities and with it participation rates in further and higher education. The academy federation pathfinder will enable both schools to embark upon shared work relating to curriculum planning; management structures and governance. Both headteachers describe their plans as a 'meeting of minds' in order to transform educational provision, providing choice and diversity for the 21st century. Dr Gibson uses an interesting metaphor to describe his enthusiasm for innovation: "If you own an old car, you can wash it as many times as you like, but it will still be old. In reality, you need to buy a new model or appropriate mode of transport for the new century." It is his view that the academy federation is the new 'mode of transport' for delivering education in the 21st century.

Haberdasher Academy Federations

The Haberdashers Livery Company has an impressive portfolio of schools which include 2 academies; 4 private independent schools; 1 grammar school and 1 state primary school. Based on the outstanding success of its first academy federation, the Company is proposing sponsoring a further 2 academies and expanding into the primary sector through its academies.

The academy model to which the Haberdashers sponsors are committed is the “hard” federation. In our experience, federating with an established successful school enables a step change in standards for a “challenged” school. The hard federation is for us a proven transformative model.

In 2005, the Haberdashers’ Aske’s Federation was formed. Two schools were brought together and opened as new federated academies:

- A very successful City Technology College, Haberdashers’ Aske’s Hatcham College (HAHC), the most oversubscribed comprehensive in the UK (12:1) delivering over 80% 5+ A*-C including English and Mathematics with an impressively wide range of extra curricular activities; a very experienced and stable staff and an excellent governing body. A modern school within a traditional context was flourishing.
- Haberdashers’ Aske’s Knights Academy (HAKA) replaced the failing Malory school, which had been propping up the UK league tables with only 9% 5+ A*-C and unable to fill its roll.

Immediately after federation, HAKA transformed into a vibrant and successful school, oversubscribed by 5:1 and showing a 200% improvement in results in its first year. Extra curricular activities abounded; attendance rose above 90% and student uniform was immaculate.

Happily too there was an unexpected bonus for the federation. Not only did the Lead School maintain its own success, it improved on its already excellent results by 10% and topped the Mathematics and English league table. Such is the momentum that a hard federation provides, that all involved (students, staff and governors in both schools) raise their game.

The clear management lines deriving from the hard federation model are critical to its success. Only one message emanates from the single governing body, the single executive team and the strong Lead School. Our single governing body has twenty members, including those representing the Haberdashers’ sponsors, the Local Authority, the parents, staff and local community. Their enthusiasm and range of expertise is employed equally across the federation to the benefit of both schools. The single executive team provides leadership over all areas of academy life. System leadership here is seen at its best. All contributions are to the single whole; all are committed to one ethos. In the Lead School, we have a prototype which parents and youngsters have endorsed in their thousands. We replicate it with the confident knowledge that we are providing more of what parents want.

During the first year of our federation, we concentrated on transferring and establishing the ethos and characteristics of the lead school: uniform, assemblies, high profile events, healthy eating and high standards of behaviour were all important in underpinning the new learning.

There were economies of scale such as through the federation wide delivery of ICT and reprographics and other support services. More importantly, there were many advantages of scale. Recruitment and retention of staff was buoyed up by the opportunities and support on offer through the federation.

During the second year, with structures and procedures firmly embedded, along with the high expectations of the brand and a new found confidence from the success in year one, we placed the focus firmly on the staff; on teaching and learning. The federation facilitated subject support through secondment and internal reviews.

- A joint federation Sixth Form was created.
- Joint student opportunities were possible, like the creation of a Federation Combined Cadet Force (CCF).
- Staff Continuous Professional Development (CPD) blossomed with a new vision, highly praised by Investors in People (IIP).
- There was even more community involvement through Federation specialisms, masterclasses and conferences.

Conclusion

The benefits of a hard federation are many.

- The opportunity to focus on the needs of the new school with solutions only a telephone call away.
- Response is immediate and flexible. For example, one solution for a Head of Department vacancy in the weaker school may be a Federation Head of Department appointment from the Lead School or another option could be a Departmental second in charge at the Lead School moving to Head of Department in the new school. Both transfer the experience and ethos of the successful school immediately.
- There are no losers. Both schools improve; more children are offered a chance at the type of school of their choice.
- The model is sustainable by being enshrined in law. It is not dependent on a charismatic individual.
- It is proven. HAKA is now in its 3rd year and improvement, innovation and pride characterise every aspect of the school.
- It is replicable by any successful organisation: universities, independent schools, grammar schools, maintained schools.

The future

Such is our confidence and commitment to the hard federation model that the Haberdashers' Lewisham Federation is planning a 3rd academy in the nearby London Borough of Bexley for 2010, with Haberdashers' Aske's Hatcham College still as the Lead School. **"Three schools, one vision"!** In addition, in order to expand opportunities still further, plans are in place for expanding its academies to be 3–18 schools. Federations can be vertical as well as horizontal. Successful secondaries can take on struggling primaries as well.

The Haberdashers, as sponsors, also plan to set up another federation of a successful school with a weaker school beyond London. The excellent Haberdashers' Adams Grammar School would be the lead school in federation with Abraham Derby, a maintained school in Shropshire. The model will be based on the Haberdasher Lewisham experience but the grammar school will maintain its

status, thus becoming the first federation between a grammar school and an academy under the umbrella of a single Trust. The new academy will open in 2008 with the Haberdasher Adams brand and ethos at its centre. Another modern school in a traditional context will prosper. More importantly, another successful school will have transformed the life chances of youngsters in a nearby school.

Dr Elizabeth Sidwell
CEO
Haberdashers' Aske's Federation
January 2008.

(b) For FE & sixth-form colleges

i) Academy sponsorship

In July 2007, the Secretary of State announced that it would no longer be necessary for HE, FE and other educational institutions to make an up-front financial contribution in order to become involved in the sponsorship of academies. It is more important that strong educational establishments focus on what they are best at: delivering quality teaching and learning and positively shaping the ethos and culture of the academy. The state is the silent partner and will meet initial capital costs for the new academy and its subsequent running costs, but the key decisions about the strategic direction of the new school will lie with the lead sponsor. In return for this degree of control, the sponsor puts in the hard work: taking a leadership role on the governing body; setting goals and standards; determining academic, curriculum and admissions strategy and hiring and managing top staff; in short, running the new academy.

ii) Trust school partnership

In supporting trust schools, successful FE and sixth form colleges will work closely with the school and other external partners (e.g. from the business, education or voluntary sectors), to develop a strong and

shared vision and ethos which will form the basis of a lasting legacy for the school(s).

There is no single blueprint for trust schools – schools can choose who they want to work with and how - in order to support their particular needs and aspirations. For example, a sixth form college could be part of a trust whose main aim is to encourage progression and access to higher education for pupils who would not typically be expected to pursue this route. They could use the trust arrangement to develop their staff, participating in staff exchanges to understand the needs of pupils and young people in a number of educational settings better. They could also enhance the school's curriculum offer and support the development of the school's specialism liaising with specific subject departments.

Schools and partners have a lot of flexibility to design the trust that is right for them. As part of the process, FE and sixth form colleges will have the opportunity to discuss and agree with the school and their partners what the most appropriate model is and what nature and level of involvement the college will have to maximise the benefits for all partners and for the local community.

Chester-le-Street Learning Community Trust

The Hermitage School, in Chester-le-Street, County Durham is an 11-18 Technology College with a second specialism in vocational education. The school is a Specialist Schools and Academies Trust CPD training centre and a National Support School for the development of other secondary schools. The school has always been at the forefront of educational change where the governing body can see a real benefit to the young people and so, on the 1st September 2007, it opened its doors as one of the country's first schools to acquire Trust School status.

The Trust is made up of representatives from private, public and voluntary bodies, all committed to the vision of the head teacher and governing body, to advance the learning of all students and to create greater opportunities for learners in the Chester-le-Street area. The Trust Board partners include the University of Sunderland, Northumbrian Water, Laing O'Rourke Construction, Durham County Council, the Acumen Development Trust and the local further education college, New College Durham. The school has always had excellent links with the further education college, but believes that by engaging an FE College as a Trust partner, a sustainable, streamlined approach to vocational pathways for Year 11 school leavers becomes accepted practice. This clearly has significant benefits for the FE College, as students see New College Durham as the natural stepping stone in their educational journey and the consistency of student numbers transferring from school to college enables further curriculum developments to take place. New College Durham is committed to supporting the school's curriculum by creating opportunities for students in all year groups to experience specialised learning facilities, especially in the vocational courses that the school's curriculum simply cannot offer. With the onset of the much heralded 14-19 Diplomas, having a college of further education as a Trust partner creates that vital seamless and permanent link, enabling school students to access specialised learning facilities. Hence the vision of a personalised learning agenda for all becomes a much more realistic offer and reduces the chances of Chester-le-Street young people dropping out of education, employment or training at sixteen plus. The College has already gained from the Trust relationship, as the opportunities for professional development of course leaders and lecturers have enabled them to manage the needs of a much more diverse group of learners.

It is not just the students in the main school who benefit from the FE College being part of the Trust. Sixth Form students can also continue their studies at the college leading to foundation degree status. The Principal and Chief Executive of New College Durham, John Widdowson believes that the College can also support Hermitage School students to acquire better careers advice and guidance and improved preparation for higher education, with activities such as mock interviews and information on 'what next' at either sixteen or eighteen plus.

Trust School status has meant the addition of three Trust Board members onto the governing body. This has brought new found expertise on to a very able and committed governing body and the school has deliberately chosen Trust Board members who add to the diversity and special interests of existing governors. Head Teacher, Ian Robertson and Principal of New College Durham, John Widdowson believe that the further education college can play a leading role in supporting the school's strategic leadership and management, by offering advice on matters such as financial, personnel and estate management.

The Trust Board partners have had two meetings so far in this first school year with further meetings planned for the spring and summer Term. Although it is still early days for the school and its

partners as a Trust School, all would agree that there is a real sense of excitement and creativity amongst the Board members, as each partner learns from one another in promoting opportunities for students to gain the relevant qualifications and experiences for the world of work or further, higher education and training. It is envisaged that the Trust will develop a strong track record of successful partnership working and that the influence of further education will be at its heart.

Ian Robertson
Executive Principal
The Hermitage School
Chester-le-Street

7. Academies: planning and implementation processes

The sponsors' vision and leadership are vital to each project. Given the importance of the decisions to the futures of young people and the scale of public funding at stake, the procedures for passing through the various stages of consultation and approval are necessarily rigorous.

The Department for Children, Schools and Families (DCSF), through the Office of the Schools Commissioner (OSC), works with the lead sponsor and the local authority to develop a match between suitable locations and sponsors to produce an agreed **statement of intent**.

Proposals for the project are worked up into an **expression of interest** which is agreed by all the local stakeholders and put to DCSF Ministers. If Ministers are content to proceed, a **feasibility** phase begins, during which a project manager – funded by the DCSF – works with the sponsor(s) to develop the detail of the project and to conduct a local consultation.

Once this feasibility project is completed successfully, the DCSF enters into a binding **funding agreement** with the academy trust established by the sponsor(s). This details the essential characteristics of the academy, including size, location, subject specialism, admission arrangements, age-range and governance. There is then an implementation phase leading up to opening of the academy.

The DCSF and the Specialist Schools and Academies Trust (SSAT) provide additional

support and advice as necessary. Sponsors also learn from each other in all these areas, and the SSAT is a catalyst for mutual engagement between sponsors and the project teams.

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8. Academy governance – the role of the sponsors

Academies are set up as charitable companies to give sponsors and governors broad scope and responsibility for the ethos, strategic direction and leadership. The sponsors of the academy appoint the majority of its governors.

Any project to replace a maintained school with an academy will be endorsed by the local authority at the feasibility stage, and local authorities' views should be taken fully into account at the funding agreement stage.

Like other state-funded schools, the governing bodies of academies include stakeholder governors: a parent governor, a local authority appointee and generally the Principal *ex officio*. They may also include a teacher and a staff governor and one or more community representatives.

The governing body is accountable to the Secretary of State for the DCSF through the requirements of the funding agreement. The governing body must publish proceedings of meetings; prepare annual accounts and an annual report and ensure that its accounts are independently audited.

The academy governors are responsible for:

- appointing the Principal;
- employing the staff;
- administering the finances;
- authorising appointments and changes to terms and conditions and

- approving the curriculum, personnel policies and procedures.

The governors are obliged to act in the best interests of the academy, its pupils and the local community. As a good employer we would expect academies to recognise staff associations.

As well as transforming the life chances of their own students, academies can help drive system-wide improvements in standards through collaboration with other local schools. Almost all established academies have developed positive links with schools of all types in their areas and are keen to offer support to them, or to learn from them. Admissions arrangements are agreed with the DCSF and must comply with the School Admissions Code and with admissions legislation.

9. Trust schools: planning and implementation processes

Becoming a trust school requires a formal process that is undertaken by the school and its governing body. There are five stages and the full process may take up to one year.

Stage One – the school decides who to work with and how and the local authority is informed that the school is considering trust status. Successful FE institutions may wish to make early representations to local schools to express an interest in becoming a trust partner. The governing body will discuss what trust status would mean and the benefits it would bring. As well as securing commitment from external partners, the heads and governing bodies of all the schools involved should be signed up during this stage. A memorandum of understanding is then agreed with each partner.

Stage Two – the school sets out the vision, partners and rationale of its trust proposals and canvasses the opinions of all those to be affected by the change in status. The local authority is formally consulted to agree the detail of the land and buildings that will transfer to the trust. This initial consultation period will normally last between four and six weeks.

Stage Three – the school publishes formal proposals, including specific details about the trust, its partners and proposed governance arrangements. There must follow a four week period to allow for representations.

Stage Four – the school's governing body will decide whether to proceed after taking all views and representations into account.

Stage Five – following the school's decision to acquire a trust, the relevant partners will be responsible for setting up the charitable trust, working with the school(s). The school's land and buildings are transferred to the trust for it to be held on the school's behalf and the school's governing body is reconstituted.

The main responsibility for developing the trust rests with the governing body of the school. Potential partners will wish to take a full part in the formulation of the vision for the trust and the formal consultation process.

10. Trust schools governance – the role of the trust

The governing body of a trust school, and not the trust, is responsible for all aspects of the conduct of the school, including managing its budget. The trust will appoint members to the governing body. Where a trust appoints governors to a number of schools, each school will retain its distinct identity.

It will be for the school's existing governing body and the trust to agree at the outset the precise nature of the trust's involvement, including whether the trust will appoint a majority or a minority of the governors.

If an FE college is a trust member, the organisation will be invited to nominate a trustee. A trustee is a named individual who is responsible for the day-to-day management of the trust, which would include appointing governors to the school(s) that the trust supports. Trustees are also 'directors' in the context of a charitable company.

Experience suggests that the trustee should be a senior member of the partner institution's management team, as they will be expected to have a strategic understanding of the school's position in relation to other organisations and events. Crucially, the trustee must be in a position to make decisions on behalf of their organisation. The board of trustees will then jointly appoint governors to sit on the school's governing body.

In a trust school:

- the trust appoints governors and holds the land and buildings in trust for the school;

- the governing body is responsible for standards, delegating operational duties to the head;
- Ofsted will inspect the school and take into account the aims of the trust and the impact of trust governors;
- the local authority provides a school improvement partner and has powers of intervention.

The Charity Commission may intervene if there is mismanagement of the trust.

11. Conclusion – next steps

This prospectus sets out the valuable role that successful schools and colleges have to play in shaping the strategic direction of state-funded schools. Good schools and colleges will wish to share their good practice locally and formalise existing partnerships and links. Schools already engaging with academies and trusts are enthusiastic about the outcomes to date and optimistic about future prospects. This kind of collaborative initiative should be the next step for schools and colleges wishing to establish and formalise partnerships and to extend the reach of their positive influence on local educational provision.

Leading an academy project or supporting a trust school is a significant commitment which any potential sponsor will need to consider carefully. The Department for Children, Schools and Families is glad to assist by providing further information and advice.

Further information can be accessed directly via the electronic version of this prospectus, which can be downloaded from www.standards.dcsf.gov.uk/academies.

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Contacts:

The following have indicated willingness to be contacted by interested parties:

Academy sponsorship

- Sir Kevin Satchwell, Headmaster, Thomas Telford School – ksatchwell@ttsonline.net
- Pete Birkett, Barnfield College, Luton – 01582 569 843 or elm@barnfield.ac.uk
- David Triggs, Greensward College – 01702 202571 (x 1225) or via kbatchelor@greensward.essex.sch.uk

Academy federations

- Ann Turner, Trust Development Coordinator, Priory Federation of Academies – 01522 871334
- Dr Liz Sidwell, CEO, Haberdashers' Aske's Federation – 020 7652 9516 or via sk-barlow@hahc.org.uk
- Dr Rob Gibson, Headteacher, The Ridings High School – 01454 252041 or via lhall@ridingshigh.org
- Dan Moynihan, CEO, Harris Federation – moynihand@harriscrystalpalace.org.uk

Trust Schools

- Paul Edwards, Principal, Garforth Community College – 0113 336 8605 or horneraj01@leedslearning.net
- Keith Sorrell, Headteacher, Windsor High School – ksorrell@windsor.dudley.gov.uk
- Ian Robertson, Executive Principal, The Hermitage School – 0191 388 7161 or irobertson@thehermitage-lc.net
- John Widdowson, Principal, New College Durham – 0191 375 4002 or john.widdowson@newdur.ac.uk

Academy facts and figures

- The Government is committed to establishing 400 academies with 200 open or in the pipeline by 2010. In September 2007, there were already 83 academies open in 49 local authority areas, with a further 12 in implementation and 65 in feasibility.
- Our aim is that a further 50 academies will be opened in each of the next 3 years.
- In 2007, for the 20 academies with results in both 2006 and 2007, the percentage achieving 5+ A*-C increased by 8.1 percentage points – more than 3 times the increase of 2.6 percentage points seen across all state funded schools. If English and maths are included, academies have increased by 5.1 percentage points, more than two and a half times the national increase (1.8 percentage points).
- In 2007, the 36 academies with predecessor schools almost doubled the proportion of pupils gaining 5 or more GCSE A*-Cs – from 22% in 2001 to 43.7% in 2007.

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- 16 academies have had full Ofsted inspections. One (Mossbourne) has been graded outstanding in every respect. Four others have been graded as good, with a further 11 graded as satisfactory. Leadership and management of academies is key to their future success – on this indicator two have been graded as outstanding; 13 good and one satisfactory.
- Academies are popular with parents. On average there are three applications for every place available in academies. The five brand new academies without a predecessor weak or failing school, have nearly six applicants for every place. Academies directly replacing previously weak or failing schools have more than two applicants for each place. Academies replacing weak or failing schools are now filling nearly 25% more places than the schools they replaced.
- The 2007 PWC academies evaluation found that: “The general picture in relation to pupil performance in academies is one of overall improvement against a range of indicators at Key Stage 3, Key Stage 4 and post-16 levels. Furthermore, academies’ progress in terms of pupil achievement has generally exceeded corresponding improvements at a national level and amongst similar schools.”
- The National Audit Office report of February 2007 found that:
 - academies have made good progress in improving GCSE results, and their rate of improvement in GCSE and national tests is substantially better than other schools, including those in similar circumstances;
 - the programme is on track to deliver good value for money;
 - academies have high quality leadership and governance and improved teaching and learning;
 - academies are popular with parents and staff;
 - academies have buildings of good quality benefiting from a well-considered design process.
- 2006 report by NFER for the Local Government Association showed that academies are mainly situated in areas including higher than average proportions of children:
 - eligible for free school meals (FSM)
 - with special educational needs (SEN)
 - of lower Key Stage 2 ability
- The report also showed that academies admit higher proportions of all three groups than the proportion living in their local postcode districts.

Trust schools facts and figures

- The Government is actively encouraging schools to acquire trust status and achieved its aspirational target of 300 schools acquiring or working towards trust status by the end of 2007.
- The first 30 schools became trust schools in September 2007 in 13 separate projects.
- Six of those projects, involving 21 schools, are working with an FE partner.

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Q & A

1. What is an academy?

Academies are state-funded independent all-ability schools established by sponsors from the education, business, faith or voluntary sectors, working with partners from the local community. Academies provide an excellent teaching and learning environment, offering a broad and balanced curriculum focused on one or more subject specialisms.

2. How long does it take to establish an academy?

From approval of an expression of interest to opening in existing buildings is typically around 2 years, with new buildings coming on stream thereafter, though cases may vary.

3. How will academies raise standards?

Academies raise standards, often in the most disadvantaged and challenging areas, by innovative approaches to management, governance, teaching and the curriculum, and by involving highly committed sponsors who bring skills, expertise and resources.

4. How soon will that improvement shine through?

New academies are unlikely to become successful overnight, given what is often a long legacy of under-achievement. However, there is a growing body of evidence that they are making significant progress – faster than the national average and significantly faster than other schools in similar circumstances. Academies' teachers have high expectations of every pupil. Good teaching, excellent facilities and motivated pupils will deliver sustained improvements in standards.

5. How are academies assessed, inspected and held accountable?

The DCSF's advisers work closely with academies to monitor progress and give support. Ofsted carries out monitoring visits to each new academy in its second year, and a full inspection (with published report) in its third year. Extensive longitudinal evaluations have been carried out by the National Audit Office and independent evaluators.

6. Does opening an academy adversely affect other schools?

Quite the opposite. Academies are part of the local family of schools, sharing their facilities and expertise with other schools and the wider community, contributing to raising standards across the whole area.

7. Are academies selective schools?

No, they are all-ability schools. Like other specialist secondary schools they can admit up to 10 per cent of pupils each year on the basis of aptitude for their specialism, subject to regulations. Admission arrangements are agreed with the Secretary of State, through their funding agreements, and are in line with the School Admissions Code and admissions legislation.

8. Do academies get more money than other schools?

We invest heavily in academies' set-up and buildings, to ensure that the new places created are excellent. The per-pupil running costs are the same as for any other local state school in similar circumstances - parity of funding is essential if innovations are to be replicable.

9. Do academies have to deal with lots of bureaucracy?

Establishing a new academy requires rigorous enquiries because large sums of money are at stake. But we can tailor the process to the needs of each type of project, rather than applying a rigid template.

10. What is a trust school?

Trust schools are foundation schools supported by a charitable trust. They are part of the maintained family of schools with funding on the same basis as any other local authority maintained schools, and are subject to the same accountability regime. Trust schools are similar to voluntary aided (VA) and existing foundation schools with foundations – the trust holds the school's land, the governing body employs staff and sets admissions arrangements (in accordance with admissions legislation and the School Admissions Code). They adhere to the National Curriculum and the School Teachers' Pay and Conditions document. Governing bodies can choose to allow their trust to appoint the majority of the governing body (like VA schools). In all cases a third of governors must be parents. Trust schools must establish Parent Councils if the trust appoints the majority of the governing body.

11. Is trust status just for secondary schools?

No. Primary and special schools can also become trust schools.

12. What is the difference between an academy and a trust school?

Academies and trust schools are two strands in the diverse range of options designed to deliver real improvements in school attainment. Each is intended to work in different circumstances. The academies programme primarily targets secondary schools with the lowest levels of attainment and the most deprived communities. As such they represent a radical solution to provide a step change in education in failing schools.

Acquiring a trust is a way for a range of schools (primary, secondary and special) in different circumstances to raise standards, from those that are currently under-performing to those that are leading the way in the education sector as a whole. There are no specific criteria for which schools can become trust schools: the decision is one for the governing body to make.

13. Will trusts profit from their involvement?

No. Trusts will be charitable not for profit organisations and will not benefit financially from their involvement with a school or schools.

14. Is there any funding available to support schools who want to pursue trust status?

Primary, secondary or special schools interested in becoming trust schools should contact the Trust Schools Foundation Partnership (TSFP) – a consortium comprising the Specialist Schools and Academies Trust (SSAT), the Youth Sports Trust (YST) and the Foundation and Aided Schools National Association (FASNA). They may be able to apply for a small amount of funding to help with set-up costs – details are available on the website –

<http://www.ssatrust.org.uk/trustschools>

The consortium will provide a high level of support to any school interested in trust status. They will also have access to a toolkit and model documentation.

15. What flexibilities do trust schools get?

Trust schools will benefit from flexibilities similar to those already enjoyed by foundation schools and voluntary aided schools. They will set their own admission arrangements (operating within admissions legislation and the School Admissions Code) and employ their staff, while complying with the national School Teachers' Pay and Conditions Document. The trust will hold the land and buildings of the school on trust for the duration of its relationship with the school.

16. What difference will being a trust school make to the school's funding?

A trust school will continue to receive its funding from the local authority on the same basis as other local schools and funding will be delegated to the governing body, not the trust. There will be no additional funding from the local authority for a trust school and there is no expectation that the trust will provide the school with additional funding (although of course they will be free to do so if they choose).

Web links to key documents/data

Setting up an academy:

http://www.standards.dfes.gov.uk/academies/setting_up/

Directory of academies

http://www.standards.dfes.gov.uk/academies/academies_directory/

Annual PriceWaterhouseCoopers academies evaluation reports (1st, 2nd, 3rd, 4th)

<http://www.standards.dcsf.gov.uk/academies/publications/>

National Audit Office evaluation report

<http://www.nao.org.uk/pn/06-07/0607254.htm>

Glossary: types of state school

All state schools must teach a broad and balanced curriculum (subject to any agreed curricular specialism); are inspected by Ofsted; and must comply with legislation and guidance concerning employment, admissions and other matters. The main categories are:

- **Maintained:** a state school whose recurrent funding is provided through a local authority. The great majority of state schools are maintained schools. Leaving aside community special and foundation special schools, there are three main types: community, foundation and voluntary.
- **Community:** a maintained school whose assets are owned by the local authority which is also the employer of staff, the admissions authority and the provider of premises.
- **Foundation:** a maintained school where the governing body is the employer of staff and the admissions authority and either:
 - has a foundation – either long established, or acquired under the Education and Inspections Act 2006. Such schools are usually known as **trust schools**. As described elsewhere in the prospectus, the foundation or trust often includes external partners from different sectors, including education; or
 - has no foundation.
- **Voluntary:** a maintained school, the majority having a religious character which will reflect that of a long-established foundation. The two categories are:
 - **Voluntary controlled:** the foundation usually owns the land and buildings but the local authority employs the staff and (unless delegated) is the admissions authority.
 - **Voluntary aided:** the foundation usually owns the land and buildings and the governing body normally contributes a minimum of 10 per cent of the costs of capital projects. The governing body employs the staff and is the admissions authority. Voluntary aided schools with a religious character have additional freedoms in the employment of staff and the RE curriculum.
- **Academy:** a state school which is not maintained by a local authority but is centrally funded for initial set-up and receives recurrent grants at the same level as local maintained schools. The school's sponsors commit expertise, leadership and/or funds and appoint the majority of

the governing body. The school is the employer and admissions authority.

- **City technology college:** a school sharing many characteristics of an academy. Most CTCs have already converted to academy status.

- **Specialist:** any state secondary school (including an academy) which has adopted a curricular specialism. Such a school must still deliver a full and balanced curriculum.

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