

CONSULTATION REPORT

1. Background

The Governing Bodies of Broke Hall Primary School and Springfield Junior School have been considering a proposal to convert their schools and to co-establish the Childrens Endeavour Trust. The Governing Bodies resolved in July 2018 to consult upon this proposal.

The Academies Act 2010 requires the Governing Body of a Local Authority maintained school to carry out a formal consultation on this proposal, as set out below.

5.1 Before a maintained school in England is converted into an Academy, the school's governing body must consult such persons as they think appropriate.

5.2 The consultation must be on the question of whether the school should be converted into an Academy.

5.3 The consultation may take place before or after an Academy order, or an application for an Academy order, has been made in respect of the school.

This report describes the consultation programme undertaken by the Governing Bodies, the feedback from this programme and makes a recommendation about the outcome of consultation.

2. The Role and Responsibility of the Governing Bodies

The Department of Education Governance Handbook 2017 summarises the purpose of governance as *'to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.'*

The DfE Governance Handbook further states that it is the responsibility of the Governing Body to develop *'a clear and explicit vision for the future set by the board, in collaboration with executive leaders, which has pupil progress and achievement at its heart'* with a *'determination to initiate and lead strategic change when this is in the best interests of children, young people and the organisation, and to champion the reasons for, and benefits of, change to all stakeholders;*

It also states;

'As the accountable body, the board is the key decision maker. It may delegate operational matters to executive leaders and governance functions to committees (including LGBs in a MAT) or in some cases to individuals, but the board as a corporate entity remains accountable and responsible for all decisions made and executive leaders operate within the autonomy, powers and functions delegated to them by the board.*

**the board should be taken to mean the accountable body for the school or group of schools: in local authority (LA) maintained schools, this will be the governing body.*

Therefore, it is within the remit of the Governing Body, given current Government policy, to assess the benefits and risks of academy status and to decide whether it is appropriate for their school.

3. The Purpose of Consultation

The purpose of consultation is for the Governing Body, in accordance of the Academies Act 2010 and the DfE Governance Handbook 2017, to present the proposal to stakeholders, to gather feedback on the proposal and to understand the level of stakeholder interest, support and objection.

The Governing Body can then determine whether there is any significant stakeholder objection to the proposal that would cause them to reconsider.

4. Consultation proposal

To convert Broke Hall Primary School and Springfield Junior School to academy status and co-establish the Children's Endeavour Trust.

5. Consultation Process

The academy consultation ran from Monday, September 24th until Friday, October 19th, a period of four (4) academic weeks.

The two schools recognised that it was important for the consultation to be managed consistently and cohesively so agreed to run a coordinated consultation. A summary of the consultation plan identifying the different stakeholders, how those stakeholders were consulted and what information was to be provided, is below.

Stakeholder	Approach	Information
Parents and carers of pupils attending the schools	<ul style="list-style-type: none"> Letter and consultation document sent to all parents and carers on Monday, September 24th Four consultation meetings, two per day at 2.00pm and 6.30pm, were held on October 8th and 10th Consultation survey distributed on October 12th Consultation presentations published October 12th Meeting Q&A summaries published October 15th 	<ul style="list-style-type: none"> Parent & Carer Letter Consultation Document Consultation presentation Consultation survey Meeting Q&A summary
Staff employed by the schools	<ul style="list-style-type: none"> Letter, consultation document and FAQs sent to all staff on Monday, September 24th Consultation meeting for both staff bodies held on October 8th Consultation survey distributed on October 12th Consultation presentations published October 12th Meeting Q&A summary published July 16th 	<ul style="list-style-type: none"> Staff letter Consultation Document Staff FAQs Consultation presentation Consultation survey Meeting Q&A summary
Unions & professional associations for staff	<ul style="list-style-type: none"> Joint letter with copies of staff letters, consultation FAQs and survey sent to representatives on Tuesday, September 25th 	<ul style="list-style-type: none"> Union letter Staff letters Consultation Document Staff Consultation FAQs
Other stakeholders	<ul style="list-style-type: none"> Letters sent on Monday, September 24th 	<ul style="list-style-type: none"> Community letter

6. Consultation meetings

6.1 Broke Hall parent/carers consultation meetings: 6.30pm, October 8th and 2.00pm October 10th

The parent/carers meetings were well-attended with approximately 80 parents and carers attending the two meetings.

The format of the two meetings was similar.

- The Chair of Governors, Ian Scott, set out the reason for the proposal in the context of the school's current situation and challenges.
- The Headteacher, Jenny Barr, and Michael Lynch, Headteacher of Springfield Junior School explained the history of partnership between the schools, the benefits of co-establishing the Children's Endeavour Trust and what would remain the same in each school,
- The CEO Designate, Daniel Jones, set out the Trust vision and how staff would be protected and supported as employees of the Trust
- The Trust Chair Designate, Ian Scott, then summarised the Trust's governance, leadership and management.

Parents were then given the chance to ask questions and summaries of the Questions & Answers are attached as appendix A.

6.2 Springfield parent/carer consultation meetings: 2.00pm, October 8th and 6.30pm October 10th

The parent/carer meetings were attended by a total of three (3) parents.

The format of the two meetings was similar.

- The Chair of Governors, Renee Wright, set out the reason for the proposal in the context of the school's current situation and challenges.
- The Headteacher, Michael Lynch and, Jenny Barr, Headteacher of Broke Hall Primary School explained the history of partnership between the schools, the benefits of co-establishing the Children's Endeavour Trust and what would remain the same in each school,
- The CEO Designate, Daniel Jones, set out the Trust vision and how staff would be protected and supported as employees of the Trust
- The Trust Chair Designate and Chair of Governors, Ian Scott, then summarised the Trust's governance, leadership and management.

Parents were then given the chance to ask questions and summaries of the Questions & Answers are attached as appendix A.

6.3 Staff consultation meeting: October 8th

The staff meeting was attended by the majority of teachers and support staff from both schools

The format of the staff meeting was similar to the parent meetings. In addition the CEO Designate, Daniel Jones, explained how staff would go through a transfer of employment under TUPE Regulations and outlined the proposed Trust's agreed employment principles.

Staff were then given the chance to ask questions and a summary of the Questions & Answers is attached as appendix B.

7. Consultation survey

The Governing Bodies carried out a survey of parents, carers, teachers and support staff using a paper survey form, which was distributed on October 12th. Each member of staff received one form and parents/carers received one form per child attending the school

The survey comprised the following questions:

About you (Please tick one that applies to you)

Parent/Carer

Teacher

Support staff

Member of local community

Other (please specify)

Which school are you most interested in?

Q1 What do you like about your school?

Q2 Do you support the proposal of your school converting to academy status and establishing the Children's Endeavour Trust?

Q3 Please explain your response to question 2.

Q4 Is there anything else you would like to say about the proposal?

By the close of consultation on Friday, October 19th, a total of 97 parent/carer, 9 teacher and 10 support staff survey responses had been received.

7.1 Breakdown of survey response rates (Q2)

A full table is included as appendix C.

SCHOOL	STAKEHOLDER	UNIVERSE	RESPONSES (NO.)					RESPONSES (% OF UNIVERSE)		
			YES	MAYBE	NO	DK	TOTAL	TOTAL	YES	NO
Broke Hall Primary School	PARENT	650	24	21	11	19	75	12%	4%	2%
	TEACHER	35	4	2	0	0	6	17%	11%	0%
	SUPPORT STAFF	68	5	1	1	3	10	15%	7%	1%
	TOTAL	753	33	24	12	22	91	12%	4%	2%
Springfield Junior School	PARENT	350	13	2	2	5	22	6%	4%	1%
	TEACHER	17	1	1	1	0	3	18%	6%	6%
	SUPPORT STAFF	35	0	0	0	0	0	0%	0%	0%
	TOTAL	402	14	3	3	5	25	6%	3%	1%
TRUST	PARENT	1000	37	23	13	24	97	10%	4%	1%
	TEACHER	52	5	3	1	0	9	17%	10%	2%
	SUPPORT STAFF	103	5	1	1	3	10	10%	5%	1%
	TOTAL	1155	47	27	15	27	116	10%	4%	1%

To summarise the findings

Broke Hall

- The **parent/carer response rate of 12%** is above average for a primary school consultation survey.
- The **proportion of parents/carers that responded YES is twice the NO responses**, equivalent to 4% of the universe of number of children attending the school.
- The number of **DON'T KNOW responses** was similar to those responding YES and MAYBE.
- The **teacher response rate of 17%** and **support staff response rate of 15%** are notably below average for a consultation survey. Staff governors have been consulted and Governors are satisfied that the lack of response does not indicate any hidden objection.
- Of the **teachers** that responded to the survey, four (4) were in favour of the proposal and two (2) were MAYBEs. **Support staff** were five (5) to one in favour of the proposal.

Springfield

- The **Springfield parent/carer response rate of 6%** is above average for a junior school consultation survey.
- The **proportion of Springfield parents/carers responded YES is several times the NO responses**, equivalent to 4% of the universe of number of children attending the school.
- The **teacher response rate of 18%** and **support staff response rate of 0%** are notably below average for a consultation survey. **Only one member of staff** responded NO to the proposal. Staff governors have been consulted and Governors are satisfied that the lack of response does not indicate any hidden objection.

7.3 Review of reasons given for NO responses

It is helpful to review the reasons given by respondents for their objection for the proposal.

From the eleven (11) Broke Hall parent/carer **NO** responses there are three themes to the reasons. Some respondents gave more than one reason for their response.

1. Direct negative experience of local academies (5 responses)

2. Poor local reputation for academies (5 responses)
3. Preference for the status quo or "If it ain't broke why fix it" (4 responses)

It is interesting to note, given how the Broke Hall Governing Body sought to address an early concern about Copleston admissions, that only one respondent gave admissions concerns as a reason for responding NO.

The two Springfield parent NO responses both gave continuation of the status quo as the reason.

8. Consultation summary and recommendation

The consultation on the proposal has been comprehensive and there has been meaningful engagement with stakeholders.

Parents and carers of pupils at both have showed support for the proposal in greater numbers than those objecting to the proposal.

Staff at Broke Hall were more likely to support the proposal than not.

It is worth noting that there were a high proportion of Don't Know responses to the survey which suggests that Governing Bodies should continue to communicate the merits of the proposal, especially day-to-day examples of how pupils have benefitted.

In summary, the Governing Bodies of Broke Hall Primary School and Springfield Junior School are advised that the outcome of consultation has not demonstrated any significant objection that should cause them to reconsider the proposal for their schools to convert academy status and co-establish the Children's Endeavour Trust.

APPENDIX A: Q&A from the parent consultation meetings

APPENDIX B: Q&A from the staff consultation meeting

APPENDIX C: Survey data table

APPENDIX A: SUMMARY OF PARENT CONSULTATION Q&A

Introduction

Consultation meetings for parents were held on the proposal for Broke Hall Primary School and Springfield Junior School to convert to academy status and establish the Children's Endeavour Trust. There were four meetings, two in each school at 2.00pm and 6.30pm on Monday, October 8th or Wednesday, October 10th

This document is a summary of the questions asked at the meetings and the answers given. Where helpful, questions have been collated and additional information has been provided in response to the questions raised.

Questions & Answers

1. How will continuity of teaching for our children be ensured?

Teachers and teaching staff will continue to work in their schools teaching their classes in their classrooms. The Headteachers and Governors know how important continuity and familiarity are to effective teaching and learning and are confident that this proposal will have no effect on continuity.

2. What extra opportunities will there be for children?

There are different ways extra opportunities will be created for children. The ability of teachers to share best practice, lesson ideas and resources will result in more engaging and rich learning. The ability of the schools to share their expertise in particular subjects or curriculum will deepen and broaden the curriculum in each school. Together the schools will be able to jointly commission outside organisations to provide more exciting learning opportunities. Some extra-curricular activities will be more viable because providers can be offered opportunities across the schools, which would make them more cost-effective.

3. How aware will children be of the change?

In many ways the children won't notice any difference. They will have the same teachers and teaching staff and be in the same classroom in the same uniform. Over time pupils would notice changes in the way they learn and be able to access a wider range of opportunities, as the schools develop trust-wide initiatives to enhance teaching, learning and the curriculum.

4. How will extra-curricular activities be affected?

Each school will continue to offer the same extra-curricular activities as now. It is anticipated that over time more activities could be offered because they will be more viable across more schools

5. What happens to the care of children with SEN or EHCP? What will happen to SEN funding for pupils?

Academies have the same statutory responsibilities for children with SEN or an EHCP. The funding follows the child and the Local Authority retains statutory responsibility for the quality of provision. It is anticipated that the quality of provision in the MAT will be enhanced because the SENCOs in the schools will be able to work together, share expertise and pool resources.

6. What if I have a complaint about the SEN provision for my child?

If, after a parent has been through the MAT Complaints Procedure, they are unhappy then they can contact the Local Authority that retains statutory responsibility for SEN pupils.

7. Will Pupil Premium funding be affected by academy status?

No. the school will continue to receive Pupil Premium funding for eligible pupils and have the same accountability for how it is spent.

8. How will academy status affect admissions to Copleston High School? We hear rumours on WhatsApp that admissions to Copleston High School will be affected?

The conversion of Broke Hall Primary School to academy status will be no effect on the admissions arrangement of Copleston High School. Their admissions policies, published on their school website, set

out their over-subscription criteria. For the majority of pupils the key criteria will continue to be proximity to the school as now.

9. Will the focus on the teaching school pull teachers out of the classroom and away from our children? Will all the training that has been talked about mean extra work for teachers?

No. Teachers will continue to teach their classes in their schools to maintain continuity and familiarity for pupils. Professional development will usually be either on inset days or after school as now. The teaching school is run as a separate organisation with its own management and operational arrangements.

10. Will the proposal mean a lot of trainee teachers from the Teaching School in our school?

No. The two schools will continue to recruit and deploy trainee and New Qualified Teachers (NQTs) as now. Each Headteacher will make sure that they have the capacity and expertise to support trainee and new teachers.

11. What happens if a (Broke Hall) Year 6 teacher objects to the proposal and leaves?

It is hoped that no teachers will decide to leave the school because of academy conversion. The schools have agreed to offer, as a minimum, nationally/locally agreed pay, terms and conditions, which it is hoped will reassure staff. Staff are being consulted at the same time as parents and carers. However, if a teacher did decide to leave then Broke Hall would deploy one of the additional teachers that provide support and cover. A permanent replacement would be recruited in the same way as now.

12. How big does the MAT have to be to be financially viable? How many schools are needed?

The schools have carried out due diligence on MAT finances and were required to submit budget forecasts as part of the application process. The DfE were satisfied that the MAT would be financially viable.

The larger a MAT the greater the efficiencies it can secure. The guidance and advice do vary but the schools understand that pupil numbers of 2,500 are considered a critical mass for a MAT. The two school have about 1,000 pupils between them so depending on the size of the school that could mean that to reach this number a further four two-form entry or three large primary schools. That would make a MAT of five or six schools.

13. With only two (2) schools at the start where will other schools come from?

The schools want the MAT to be local across Ipswich and surrounding Suffolk. The schools understand that a travel distance of 45 minutes is considered practical so that would cover a reasonable area. The schools don't have a plan to acquire schools just to grow. The aim is to attract schools that share our ethos and values and that have something to offer the MAT. Any growth has to be carefully managed so the schools are not over-stretched. The MAT will have sponsor status and so may be asked to support under-performing schools. However, it will always be for the MAT Trustees to decide whether a school can join the MAT

14. Has the decision already been made? Is the consultation genuine?

No final decision has been made and the consultation is genuine. The Governors of both schools are proposing the schools convert to academy status and establish the Children's Endeavour Trust because they believe it is the best interests of the schools, pupils and staff. The purpose of consultation is to establish if there is any significant objection that would make Governors reconsider the proposal. Parents, carers and staff are encouraged to complete the survey so that Governors have the fullest picture of what stakeholders think.

15. When will the final decision be made and will teachers be consulted?

Teachers are being consulted at the same time as parents and carers. Governors will consider a report on the consultation and make a final decision at a joint meeting on October 30th. This report will be published shortly afterwards so all stakeholders can see the outcome of consultation.

16. Why is a MAT better than staying with the Local Authority? Is becoming an academy mandatory or expected?

It is government policy that schools should become academies and currently there are nearly 7,500 academies, the majority of which chose to convert to academy status. Around 27% of primary phase schools have become academies while 72% of secondary schools are academy status (Source: DfE schools census Jan 2018). A key part of the academy policy is that schools should work in partnership with other schools through multi academy trusts rather than be on their own.

One consequence of Government policy is that there is less money centrally for education, which in turn means less resources to support better performing schools such as Springfield and Broke Hall. These changes in policy also mean that in some cases, services provided to schools for free now have to be charged for to make them financially viable. So, schools are having to spend much more time and work harder to commission value for money, quality services.

Overall, it is getting harder and harder for single schools to continue to offer an excellent quality of provision and retain the very best staff while balancing their budget.

A MAT will enable the schools to work together to provide mutual support and challenge while making best use of their combined resources.

17. What will happen to the land & buildings? Who will own it?

Suffolk County Council will continue to own the land occupied by the schools. The MAT will have 125-year leases with the Council to enable them to use the land and buildings. The lease has limits on what the MAT can do with the land and buildings.

18. Will the MAT have to produce accounts?

Yes. The MAT is required to publish independently audited accounts every year. The MAT will be accountable to the Education & Skills Funding Agency, the part of the DfE responsible for funding and financial oversight of academies. The MAT will also need to submit budget forecasts and annual accounts to the ESFA each year

19. Will money be wasted on new logos and uniforms?

No. The schools will keep their current uniforms and logos.

20. If the MAT doesn't work what can happen?

If the schools within a MAT are considered to be under-performing, then the Secretary of State has the power to move the schools into another MAT. If an individual school wants to leave the MAT then they can do so with the consent of the Secretary of State. That school would have to join another MAT. Under current legislation it is not possible to return to Local Authority control.

21. Is January 2019 too optimistic for the conversion date?

No. There are a number of legal and regulatory tasks to be completed for conversion but there is sufficient time and the timetable has been agreed with Suffolk County Council. Any delay would be the result of unforeseen legal complexities.

22. Will there be enough time for TUPE?

Yes. The timetable for TUPE has been agreed with Suffolk County Council as the current employer.

23. Will there still be parent governors?

Definitely. Both schools want parents to be represented on Governing Bodies as now. In fact, it is a legal requirement in the MAT's Articles of Association that there are parent governors.

24. Who is the CEO and what is his background?

The CEO Designate is Mr Daniel Jones, who has 10 years experience in leadership including as a Headteacher. Mr Jones is currently the Assistant Headteacher at Springfield Junior School with responsibilities that include working developmentally with other schools. In 2017 he wrote the bid that won the National Pupil Premium Award for Springfield Juniors. He has been a National College for Teaching and Leadership accredited 'Pupil Premium Reviewer' since 2016 and has worked with numerous

schools locally and nationally to improve outcomes for disadvantaged pupils. Daniel has led training in this area for different organisations and has spoken at national conferences. Daniel runs training for local leaders of the future for the 'Best Practice Network' and is also an expert adviser for the 'Teacher Development Trust,' working across Ipswich to use professional development for teachers to benefit pupils.

The Trustees will oversee a formal appointment process for the CEO to satisfy themselves that Mr Jones has the appropriate skills and expertise to fulfil the role and meets the person specification.

25. Why aren't all schools becoming academies if it so great?

Around 27% of primary phase schools have become academies while 72% of secondary schools are academy status (Source: DfE schools census Jan 2018). What makes a successful MAT is a strong partnership between the member schools that drives and sustains excellent quality of teaching and learning and exceptional outcomes for all pupils. The legal structure of a MAT makes the schools accountable to each other and makes it easier to leverage the schools' combined funding, staff and resources.

26. What could happen to stop the conversion process?

The process could be stopped if the outcome of consultation is that there is a significant objection that makes the Governors reconsider the proposal.

27. Will there still be two Headteachers, one for each school?

Yes. Each school will continue to have their own Headteacher.

APPENDIX B: SUMMARY OF STAFF CONSULTATION Q&A

Introduction

A consultation meeting for staff was held on the proposal for Broke Hall Primary School and Springfield Junior School to convert to academy status and establish the Children's Endeavour Trust. The meeting was at 4.15pm on Monday, October 8th.

This document is a summary of the questions asked both at and after the meeting and the answers given. Where helpful, questions have been collated and additional information has been provided in response to the questions raised.

Questions & Answers

1. How will the proposed MAT benefit pupils and staff in early Years and Key Stage 1 as Springfield is a Junior School?

It is expected that the MAT will grow over time with other primary schools. More immediately Broke Hall will continue to collaborate with other primary schools on professional development for EYFS and Key Stage 1. There is also the opportunity for Springfield Year 3 and Year 4 teachers to learn from our approaches to prepare for Key Stage 2.

2. How often will joint meetings take place at Springfield?

As now each school will continue to have their staff meetings on their site. Professional development will be managed across the two schools with some joint inset days and twilight sessions.

3. Why would each school be better off inside a MAT rather than carrying on alone? What can the schools do together that we can't do now?

Each school is already successful in its own right, playing an important role within the communities they serve, with a distinctive ethos and individual approach. However, in an increasingly challenging educational landscape the Governing Bodies recognise that a new approach is needed to sustain and improve school performance and achieve better outcomes for pupils.

The proposed **Children's Endeavour Trust** would be a new partnership that would strengthen and sustain the quality of education each school is able to offer their pupils through greater collaboration and joint working between member schools. It has two key advantages over informal partnerships. First, Trustees, governors and leaders have a shared accountability for the outcomes of all pupils, which makes effective partnership a collective responsibility. Second, the Trust is a single legal and commercial organisation which means it can leverage the combined funding, resources and expertise more effectively and efficiently.

4. How can the Trust afford both a CEO and Business Manager?

The schools have completed financial planning to show that it is viable for the Trust to have these two part-time roles from day one. As the Trust grows and more schools join, it will become more affordable to have these roles.

5. Why is the MAT not being established with other schools in the pyramid?

The two Governing Bodies have been exploring options for some time. Both wanted to work with like-minded schools in partnership with mutual benefits. Not all schools were ready or able to be part of a multi academy trust while others chose to step back early on in the process.

6. Will my pension change?

No. The legal agreement that Children's Endeavour Trust will have with the Secretary of State makes it a requirement that it offers participation in the Teacher Pension Scheme (TPS) or Local Government Pension Scheme (LGPS) to staff. As for members of staff working in an academy, you will still be eligible to pay contributions in to the TPS or LGPS.

The LGPS runs support staff pensions on behalf of the Suffolk County Council. As your employer, the Trust would be responsible for collecting and paying employer and employee contributions to the LGPS and for all other administrative responsibilities set out in the LGPS policies.

The LGPS determine the employer and employee pension contributions and the Trust cannot vary or change these. Any future changes will be decided by the LGPS not the Trust. Benefits paid to support staff on retirement are not affected by academy status.

The TPS runs teacher pensions on behalf of the Department for Education. As your employer, the Trust would be responsible for collecting and paying employer and employee contributions to the TPS and for all other administrative responsibilities set out in the Teachers' Pensions Regulations.

The TPS determine the employer and employee pension contributions and the Trust cannot vary or change these. Any future changes will be decided by the TPS not the Trust. Benefits paid to teachers on retirement are not affected by academy status.

7. Was the CEO post advertised internally and what qualifications/skills are required?

The schools were required, as part of the DfE application process, to state who would be the CEO. Governors and Headteachers discussed and agreed that the best and most affordable leadership model was for the substantive Headteachers to continue in their roles and for an experienced school leader to be appointed as part-time CEO alongside a substantive role within one of the schools. Mr Daniel Jones was identified as a strong candidate. It was agreed that the CEO and Headteachers would form leadership group at the heart of the Trust.

It is the Trustees that will be responsible for the appointment of the CEO post-conversion. Therefore, the Trustees (who are termed Designate before the conversion is completed) are in middle the process of carrying out a formal appointment process to satisfy themselves that the nominated candidate has the requisite skills and expertise against a job description and person specification.

The role of a CEO is to ensure the Trust is run effectively, efficiently and compliantly and secures the very best outcomes for all its pupils.

8. What process did the Trustees go through before they were appointed and who appointed them? What skills and experience do they need and what are their responsibilities? Do they receive a salary?

The schools were required, as part of the DfE application process, to state who would be the Trustees. The Board of Trustees is required to have a blend of skills and expertise across education, finance, HR, compliance, business and strategy. Importantly, they must also have the time and commitment to fulfil the role, which is voluntary i.e. no salary or expenses.

The Governors of the two schools discussed, which of their number would be willing to be a Trustee and what additional skills and expertise would be required. Five (5) have been nominated and ratified by the DfE and further Trustees will be appointed.

The role of the Trustees is to ensure that the Trust is governed, led and managed effectively, efficiently and compliantly, making the best use of public funds to secure the very best outcomes for all pupils.

Trustees are ultimately accountable to the Secretary of State for Education who has the power to terminate the contract between the Trust and DfE that enables it to run schools. Trustees are bound by company and charity law.

APPENDIX C: SURVEY DATA TABLE

SCHOOL	STAKEHOLDER	UNIVERSE	RESPONSES (NO.)					RESPONSES (% OF UNIVERSE)			RESPONSES (% OF RESPONSES)				
			YES	MAYBE	NO	DK	TOTAL	TOTAL	YES	NO	YES	MAYBE	NO	DK	TOTAL
Broke Hall Primary School	PARENT	650	24	21	11	19	75	12%	4%	2%	32%	28%	15%	25%	100%
	TEACHER	35	4	2	0	0	6	17%	11%	0%	67%	33%	0%	0%	100%
	SUPPORT STAFF	68	5	1	1	3	10	15%	7%	1%	50%	10%	10%	30%	100%
	TOTAL	753	33	24	12	22	91	12%	4%	2%	36%	26%	13%	24%	100%
Springfield Junior School	PARENT	350	13	2	2	5	22	6%	4%	1%	59%	9%	9%	23%	100%
	TEACHER	17	1	1	1	0	3	18%	6%	6%	33%	33%	33%	0%	100%
	SUPPORT STAFF	35	0	0	0	0	0	0%	0%	0%	#DIV/o!	#DIV/o!	#DIV/o!	#DIV/o!	#DIV/o!
	TOTAL	402	14	3	3	5	25	6%	3%	1%	56%	12%	12%	20%	100%
TRUST	PARENT	1000	37	23	13	24	97	10%	4%	1%	38%	24%	13%	25%	100%
	TEACHER	52	5	3	1	0	9	17%	10%	2%	56%	33%	11%	0%	100%
	SUPPORT STAFF	103	5	1	1	3	10	10%	5%	1%	50%	10%	10%	30%	100%
	TOTAL	1155	47	27	15	27	116	10%	4%	1%	41%	23%	13%	23%	100%