

St Bede's Catholic Primary School

Parent Information Meeting



The Good Shepherd Catholic Trust

6th February 2020

Summary to date...

- A ‘School to School’ group of Catholic primary and secondary schools have been working together since 2016. (Next slide)
- The Good Shepherd Catholic Trust was formed on 1st September 2018 with one secondary school and one primary school.
- Bishop Alan Williams issued his statement of intent for all Diocesan schools in his Pastoral Letter of 9th September, 2018.
- 5 more primary schools joined the Good Shepherd Trust in the autumn term 2019 having undergone ‘due-diligence’ checks and conducted consultations on joining the Trust.
- 3 more schools have made a decision to explore joining the trust.



All Saints
CATHOLIC SCHOOL



Barking & Dagenham/Redbridge S2S Support Planning Document – 14 Schools

All Saints

Our Lady of Lourdes

Palmer Academy

St. Augustine's

St. Anthony's

St. Bedes

St. Joseph's Barking

St. Joseph's Dagenham

St. Peter's

St. Aidan's

St. Peter & Paul

St. Teresa

St. Vincent's

Ursuline Ilford





Welcome to

The Good Shepherd Catholic Trust

'I will give you shepherds after my own heart,
who will feed you on knowledge and understanding.
(Jer 3:15)

SEARCH

TRANSLATE

CONTACT US

MENU

gsctrust.co.uk

The Good Shepherd Catholic Trust



I will give you shepherds after my own heart, who will feed you on knowledge and understanding:(Jer 3:15)

Vision

Our vision is the provision and development of a world class community of schools, providing the highest possible care, support opportunities and outcomes for every child.

Pupils are cherished for who they are, as much as for what they achieve and all achievements are celebrated.

The Trustees will work closely with schools, their governors, staff, parents and the local community to develop together the successful citizens of our future.

Values

'An education in the fullness of humanity should be the defining feature of Catholic Schools'
Pope Francis

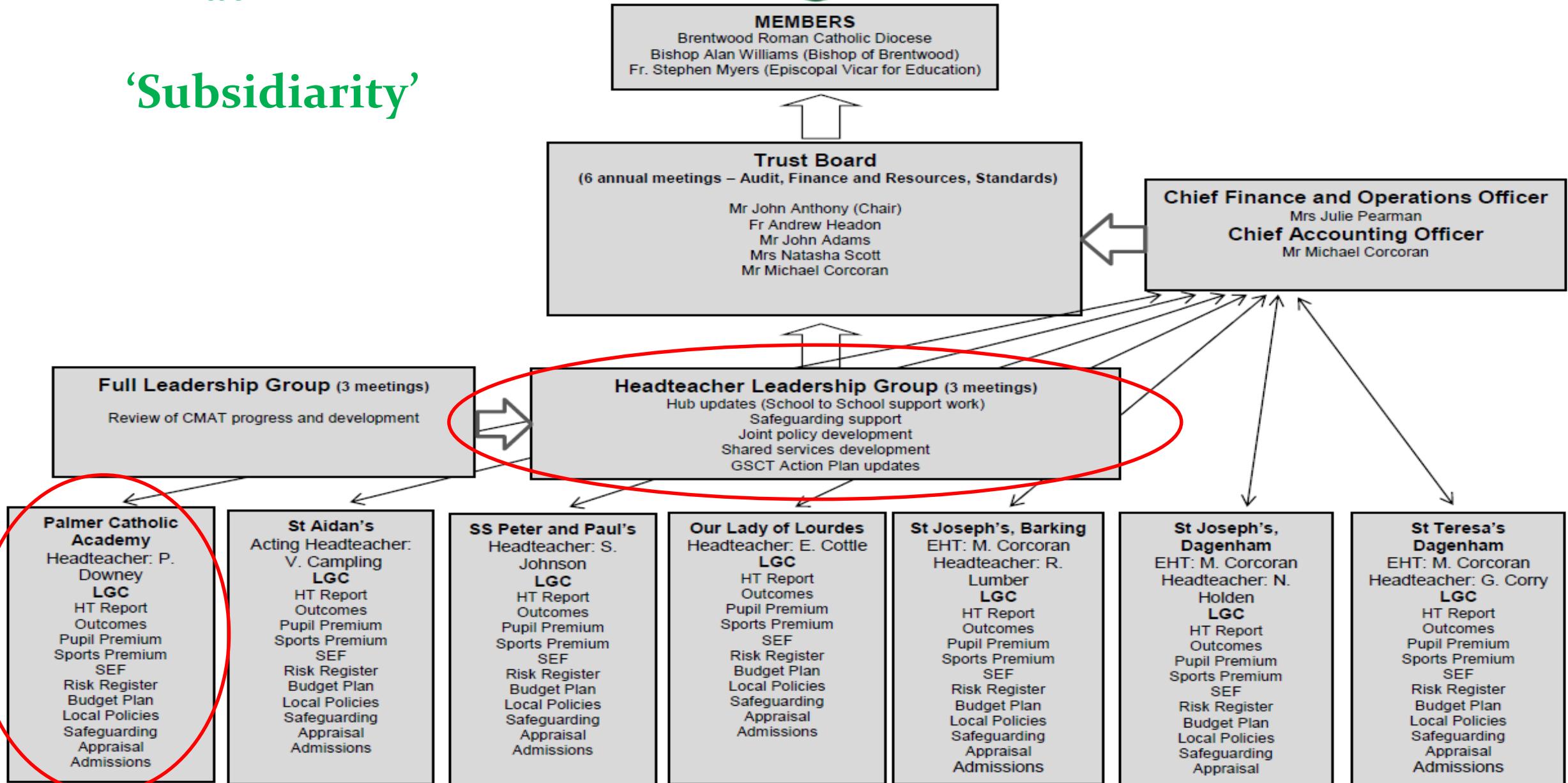
The distinctive ethos of our Catholic MAT is founded on the Gospel values of faithfulness, humility, truth, forgiveness, tolerance, dignity, service and respect. They are at the heart of all we teach our young people and inform our five core principles:

1. **Lead by example:** respect others as you would wish them to respect you
2. **Strive for excellence:** be the best you can be in all you do
3. **Education for all:** with a particular duty of care for the poor and disadvantaged
4. **Common Good:** working in partnership and providing mutual support to benefit all
5. **Service and Inclusiveness:** reaching out to other schools requiring support



'Flat MAT'

'Subsidiarity'



Why move towards Catholic Multi - Academy Trusts nationally?

- Government Policy – Legislation in place and the direction of the school system – although not being forced.
- Government unlikely to continue with more than one system (Well over 50% of pupils now taught in Academies)
- Direct funding to academies has reduced the capacity of Local Authorities and services offered. Funding streams exclusively for Academies are now available annually. (LAs creating ‘companies’)
- Examples of schools which have become isolated and vulnerable if not grouped together - Increased powers of intervention in struggling schools (Regional Schools Commissioner)
- Threats to Catholic education systems are increasingly reaching judicial (legal) reviews as some groups challenge the existence of faith schools. (*Return to this to finish*)

Why the move towards Catholic Multi – Academy Trusts locally?

- Builds on Deanery based School to School support groups (Barking and Dagenham / Redbridge).
- Need to ensure that Catholic schools work together – enhance local networks, reinforce and develop the relationships between our schools for the benefit of our pupils.
- Reduce risk to schools which have become isolated and vulnerable if not grouped together
- Need to ensure better economies of scale as budgets tighten. Opportunities for more effective shared services across a trust, such as HR, legal and financial support.

Challenges



1. Many have a desire to **maintain a good working relationship with their Local Authorities**.
2. Concerns over the **future of improved school funding** (applies to both Academy and LA Maintained establishments).
3. Ensuring the **school community are clear about/understand the national and local picture and reasons for CMATs**.
(Consultation process and clarity of information shared is key to this)
4. Ensuring **clarity amongst school community regarding the work of the ‘school to school’ group over the last 3+years**, developing in to a more formal CMAT structure over the next 2-3 years.
5. **Work required to set up the initial services and structures** places pressure on time and requires new skills/understanding for school leaders.
6. Staff **concerns about possible future changes to the structure and approach of the CMAT**. ‘It is fine now, but what will happen in the future?’
7. **Public awareness of poorly performing MATs nationally** when they are not effectively led, leading to negative perceptions.
8. **Misinformation and propaganda from groups that ideologically oppose academies**.



STOP THE ACADEMISATION OF CATHOLIC SCHOOLS

Catholic Schools in 5 East London Boroughs are facing the threat of academisation. Not because they are failing or are doing anything wrong but because the RC Diocese of Brentwood wants to add another layer of management to oversee schools and to give themselves the dominant say in how these schools are run.

The Diocese is pushing for Catholic Schools in Barking and Dagenham, Havering, Newham, Redbridge and Waltham Forest to join Catholic Academy Trusts. If that happens these will be run by an Executive Head and a Board of Directors appointed by the Diocese. Schools will no longer be managed by their local governing body and the school's Head Teacher will report to an Executive Head. Instead of being a part of the family of community schools in their respective boroughs the schools will become isolated inside their Catholic Academy Trusts.

This will be bad educationally and will undermine jobs, pay and conditions. There is no evidence that academisation improves schools and they don't bring any financial benefits. In fact, academisation makes the financial pressures on schools even worse. Schools will lose control of their funding as it will be the Board of the Catholic Academy Trust who will receive the funding for all the schools in its Trust and will decide how that funding will be allocated. The amount they top slice from the school's funding will also include a proportion of the Executive Head's (very high) salary and a significant contribution to the running costs of the Diocese's education services.

It's not too late to stop academisation. Parents don't want it and neither do many school governors. Several Heads are uneasy about it and agree with the NEU that academisation is not in the best interests of their school. But we need to co-ordinate our campaign. That's why the NEU has called a meeting for all its members in Catholic schools in the 5 East London Boroughs of the Brentwood Diocese. That meeting will take place on:

Dear Michael,

I have been a member of the NUT and now NEU since 1995, and I have never been compelled to write to complain about an issue that my union is involved in until I saw your notice about the above matter.

Yesterday I received your notification, inviting all members to a meeting on Tuesday, 12th February at 5.00pm, Barking Learning Centre about stopping the academisation of Catholic Schools.

Whilst I am not against my union taking a position regarding such matters, what concerns me is the pedalling of untruths. Such untruths can cause unnecessary fear and alarm and certainly do not help work relations. The statements in your invitation I take issue with are as follows:

...that academisation improves schools and they don't bring any financial benefits.

This statement is not true. As a voluntary aided school, for all capital works and repairs, the school has to pay the 20% VAT and the school has to make a 10% self funded contribution towards the total value. As an academy school we do not have to make that contribution, nor pay the VAT thus making a 30% saving on any capital expenditure.

RC Diocese of Brentwood wants to add another layer of management to oversee schools and to give themselves the dominant say in how these schools are run.

This sentence is wrong, not least because the diocese has always had the 'dominant say' in our schools. Our governors were and are majority foundation governors, meaning that they are appointed by the Bishop. This is how it was and still is. The trustees for any academy will be and are appointed by the Bishop. Nothing there has changed and the Catholic Church always ran their own schools and continue to do so.

This will be bad educationally and will undermine jobs, pay and conditions.

This again is not true. Catholic schools are committed to London Living Wage so pay will not be undermined. Our Academy Trust is also committed to the agreed Newham pay policy. This is what we assured unions when consulted in 2014, and as a result they raised no objections to our conversion, nor did any of the other unions. Academisation may adversely impact other schools and trusts, but Catholic trusts have a moral duty not to undermine jobs, pay and conditions. In the 3+ years we have been an academy trust, all our staff have remained on the same terms and conditions as they were before academising. Furthermore, prior to becoming an academy, as Voluntary Aided schools we were not obliged to follow local pay agreements, so in reality nothing has changed.

For your information, we converted to academy status precisely because we were not treated equitably by our Local Authority in the past. Opportunities for funding were not there for us that was available for other Newham schools because of our VA status. By becoming an academy we could bid for funds on a level playing field. We gained a £2million grant on our second year as an academy to develop our school, something that would not have happened if we remained a VA school. Being an academy from my perspective has been beneficial for our school financially and at worse from an employees point of view I think you would hear is that they haven't noticed any change.

I hope that at the meeting you convey the full truth and not false statements.

Yours Sincerely

Advantages



1. A **local initiative** being led and overseen by a team that know, understand and support the success of our schools.
2. Already **dwindling capacity of Local Authority services** (such as HR/Payroll) and the dismantling of Local Authority services to form companies and shareholder partnerships.
3. A **wider development of cross-borough Catholic School networks** as the next development of the ‘School to School’ support concept.
4. **Academic and financial year in synchronisation** (Sept to Sept) to help school improvement planning and staff appraisal processes.
5. **Transparency and understanding of the ‘partnership contribution’ to the CMAT** rather than the lack of control in Local Authority ‘top slicing’, including facility time payments to Trade Unions from our school budgets.
6. **Relieving the weight of some statutory policy development at school level** – passing to Leadership Group and Trust Board level, reducing duplication of work.
7. **Better economies of scale** for schools tendering for services as a group and better quality of services in some cases.
8. **Consistency of practice and procedure across our Catholic schools with best practice used across the group**, benefiting staff and pupils.
(eg: policies, contracts, safeguarding)
9. **The preservation of the Catholic identity within the MAT** will strengthen the voice of the Church and the right to a Catholic education.
10. **Government policy** still appears to be working towards schools becoming academies over time.

BUT WHAT DOES THIS ACTUALLY MEAN AT ‘SCHOOL LEVEL’ FOR OUR PUPILS AND STAFF?

How does a Catholic Multi Academy Trust affect my school in 9 positive ways?

1. Pupils are invited to and participate in joint Trust sporting events and occasions. (Y6 Festival)



How does a Catholic Multi Academy Trust affect my school in 9 positive ways?

2. Our Senior Leadership Teams have a schedule of joint ‘Teaching and Learning’ reviews across the schools in the Trust to help share good practice and check standards.



How does a Catholic Multi Academy Trust affect my school in 9 positive ways?

3. Experienced staff visit and share good practice with staff across the schools rather than relying purely on internal capacity for school improvement.



How does a Catholic Multi Academy Trust affect my school in 9 positive ways?

4. Our staff come together for joint liturgy and social events.



How does a Catholic Multi Academy Trust affect my school in 9 positive ways?

5. Catholic Headteacher colleagues meet each half term and plan school improvement, curriculum development and policy development together.



How does a Catholic Multi Academy Trust affect my school in 9 positive ways?

6. We have a growing range of shared, central policies that the Leadership Group are designing to relieve the burden of policy development and review at school level.



How does a Catholic Multi Academy Trust affect my school in 9 positive ways?

7. The strength and numbers in the Good Shepherd Trust mean we finally feel like we have a ‘voice’ at the highest level to argue the case for our pupils.



How does a Catholic Multi Academy Trust affect my school in 9 positive ways?

8. We have a better range and quality of services at a better price than we could have achieved as a single school.

- HR, Payroll, Clerking, Finance and legal services.
- Data Protection, Safeguarding system and website service are in progress



How does a Catholic Multi Academy Trust affect my school in 9 positive ways?

9. We no longer have to put 10% of our own school budget towards capital/buildings works as an academy. We also have access to significant funding streams that only multi-academy trusts can apply for.



How does a Catholic Multi Academy Trust **NOT** affect my school?

NO CHANGES TO THE SCHOOL UNIFORM (Controlled locally)

NO CHANGES TO THE SCHOOL DAY

NO CHANGES TO THE SCHOOL NAME

NO CHANGES TO NATIONAL PAY POLICY

NO CHANGES TO STAFFING OR STAFFING STRUCTURES

NO POWERS TO MOVE STAFF BETWEEN SCHOOLS





And finally...

'The preservation of the Catholic identity within the MAT will strengthen the voice of the Church and the right to a Catholic education.'

CHALLENGING RELIGIOUS PRIVILEGE

[News ▾](#)[About ▾](#)[Campaigns ▾](#)[Get Involved ▾](#)

**DO YOU THINK OUR SCHOOLS
SHOULD BE OPEN AND INCLUSIVE?**

< **DO YOU THINK PUPILS SHOULD BE
FREE TO DEVELOP THEIR OWN BELIEFS?**

**DO YOU THINK SCHOOLS SHOULD BE
FREE FROM RELIGIOUS CONTROL?**

**SO DO
WE.**

**NO MORE
FAITH SCHOOLS**

The National Secular Society works for the separation of religion and state and equal respect for everyone's human rights so that no one is either advantaged or disadvantaged on account of their beliefs.

Make a stand for freedom, fairness and human rights by adding your voice to the call for a secular democracy.

[Get involved](#)[Find out more](#)

SUBSCRIBE TO OUR EMAIL NEWSLETTER



Schools and education

Humanists UK has always been heavily involved in [education](#), and in addition to our education policy work and our work in providing education resources, our education campaigns – from [state-funded 'faith' schools](#) to the [school curriculum](#) – are a major part of our campaigning work as a whole.

Schools are where many people – parents, children, and teachers – first encounter religion and discrimination by certain religious groups; school-related requests for help, advice, and guidance constitute the largest single category of requests that Humanists UK receives from the public. We have campaigned and lobbied for over a century for the rights and interests of humanists and other non-religious people in education, for non-religious beliefs to be respected in schools, and for a genuinely inclusive school system where all pupils receive a rounded education and are taught together, not separately according to the beliefs of their parents.

We have a dedicated Campaigns Manager for our faith schools and education campaigns – the longest-standing full-time campaigner on these issues. We're currently fundraising to enable us to continue to employ that campaigner throughout the coming year. You can support us at <http://justgiving.com/nofaithschools>.

In depth

We are interested in education for three reasons:

- we aim for the UK to be a secular state with no privilege or discrimination on grounds of religion or belief. The continuing religious discrimination in our state school system is therefore a concern for us
- we aim for humanism to be better understood as an ethical and fulfilling non-religious approach to life and so we have an interest in ensuring that it features on the school curriculum on equal terms with religions
- humanists believe that all children have a right to receive a broad and balanced education and to access accurate, evidence-based information, free from undue influence

You are here: Our campaigns > Schools and education

MORE IN THIS SECTION

- ↳ State-funded faith schools
- ↳ Private faith schools
- ↳ Illegal faith schools
- ↳ Representations
- ↳ Accord Coalition
- ↳ School curriculum
- ↳ Religious Education
- ↳ Science, evolution and creationism
- ↳ PSHE and Sex & Relationships Education
- ↳ Collective worship

OUR CAMPAIGNS »

- ▼ Faith schools
- ▼ Secularism
- ▼ Human rights and equality
- ▼ Humanist marriages
- ▼ Religious education
- ▼ Bishops in the House of Lords
- ▼ Assisted dying

‘Parents who choose a Catholic school and contribute to its life; parishioners who serve as foundation governors and trustees or members of chaplaincy teams or who help in practical ways with the running of a school; teaching and support staff who have specifically chosen to work in a Catholic school and often go the extra mile and of course the students themselves. Over the years our forefathers fought hard to establish and maintain Catholic Education in these lands. **Now it is our turn to ensure that Catholic Education is maintained and enabled to grow and develop for future generations.**’

Bishop Alan Williams.
9th September 2018

Thank you!



Reserve Slides

DIY is not a good idea when it comes to teachers' pay. If going it alone were a good idea, academies and free schools, which have the freedom to determine their own pay policies, would have done so in far greater numbers.

But an overwhelming majority of academies have stuck to national pay rates, for many reasons.

Academy leaders tell me that their expertise lies in leading teaching and learning. It does not lie in devising elaborate new pay structures which must avoid falling foul of employment and equalities legislation. Academy leaders know that 'going it alone' when it comes to teachers' pay can be very dangerous.

MARY BOUSTED
Joint general secretary, National Education Union (2018)

The Scheme of Delegation

6.1 Constitution of the Local Governing Committee

A Local Governing Committee shall be established for each of the Academies comprising at least 9 Governors as follows:

the **Headteacher** of the Academy;

up to 2 “Staff Governors”, elected or appointed through such process as the Local Governing Committee may determine;

at least 2 “Parent Governors”, elected by parents or carers of registered pupils at the Academy and being a parent or carer of a pupil at the Academy at the time when elected;

up to 2 “Additional Governors” appointed either by the Local Governing Committee or if required by the Trust Board appointed by the Directors.

such number of “Foundation Governors” appointed by the Diocesan Bishop (or the relevant religious order where the Academy is a religious order school) **to ensure that the Foundation Governors outnumber all other Governors** (including any Co-opted Governors and Additional Governors) **by at least 2**;

(The term of office for any Governor (other than Co-opted Governors) shall be 4 years, except for any post which is held ex officio. A Governor shall serve for no more than 3 terms of office.)

2019 TUPE Document Extracts

8.7 The Schools and the Trust are conscious of the need to retain and recruit outstanding staff so it would not be in the Schools' interests to undercut national and local norms.

Teacher Pay

8.8 The STPCD does not apply to the Trust but the Trust's intention is to use the pay ranges set down by the STPCD each year for teaching staff in accordance with an annual Teacher Pay Policy which will be the subject of consultation with the unions.

8.9 The Trust wants the freedom to pay bonuses or honoraria to teachers, to extend how it pays RRAs beyond the statutory restrictions and to pay one-off payments for discrete pieces of work that currently go unrewarded. Any such freedoms would only be exercised if it was sustainable to do so and would be exercised in accordance with the Trust's Pay policy.

Support Staff Pay

8.10 Going forward, the Trust intends to mirror or better the pay scales set in the Green Book for support staff.