



## Questions and feedback received via the online surveys

### Pendle Vale College

Question 1: Will the Academy have their own rules and regulations, or will they still be led by the council?

Answer 1: An Academy is led by a Multi-Academy Trust and not the council. Academies are governed by the Academies Trust Handbook and the Trust's Scheme of Delegation which clarifies roles and responsibilities in each academy. The council retain statutory duties around key areas such as SEND, admissions and transport.

Question 2: Clarification of FAQ 1 is needed regarding possible variation of pension contributions by the proposed academy.

Answer 2: Personal pension contributions do not vary, and the schemes will be retained i.e. Teachers Pension Scheme and the Local Government Pension Fund for support staff. The only contribution which may vary over time would be the employer contribution but this is assessed by the funds actuarial assessor every three years (as it is now).

Question 3: Benefits to staff and departments of the change to academy status yet to be discussed. Not yet clear on the positive reasons that we should change status.

Answer 3: Staff would have increased opportunities to networking and collaboration across the Trust. There would also be greater CPD and support opportunities.

Question 4: Obviously this is a big change to Pendle Vale and will be an exciting time but also worrying for some. A few things that spring to mind are any changes to existing long contracts, holidays, hours of work, funding for the school, job cuts, workload, pensions etc.

Answer 4: If we advance with the proposal to convert to academy status and join the Northern Roses MAT, then we intend to make sure that is with no detriment to our staff and their existing terms and conditions. A further TUPE consultation period would be held to discuss matters in more depth but staff would transfer across to the MAT as the new employee on their same terms and conditions as they have at Pendle Vale College.

Question 5: If the school is doing well as it is, what is the purpose of the academy conversion?

Answer 5: At some point Pendle Vale will need to consider academisation. The school is doing really well and we want to continue that and only ever improve on our successes. We have chosen to consider academisation now to ensure we have options around securing the right MAT to be a part of. Or in this case, to shape the MAT from the start. Leaving these discussions could weaken our opportunities and the options available to us. We want to ensure we explore all opportunities and create something that takes us from amazing to exceptional.

#### Comments:

- I want whatever is best for the students who attend our school.
- I am looking forward to seeing what the future holds with the academy and what progression staff can follow should they choose to take it. The professional relationships that will develop sounds positive and will help all the schools involved grow further.

- As long as the working day, conditions, pay, job security all stay the same or improve and it is in the best interest of the staff and students. I shall be on board as I only got into the profession to help children/ young adults progress.
- Do not turn Pendle Vale into a cheap budget school.
- I worry that the core values of our school could be impacted as a by-product of seeking 'economies of scale' purchasing. We have a very good reading culture in school and a team willing to back this up with budget. I worry that we will need to change the library systems to match others in the academy and that this will adversely impact our provision and service. Linked to this I worry that a centralised finance and purchasing team would limit our ability to source books and resources at the best possible price. I have seen this played out in other schools and how this impacts the students experience of reading and ultimately literacy in school. Additionally, staff well-being and mental health as a result of the changes and uncertainty needs to be a consideration and something put in place to help. The simple act of 'a change' can cause anxiety and over a prolonged period of time can negatively impact staff members.
- Lots covered in the meeting, no questions at this time.
- I feel I would have questions but at the moment I am still taking this all in, it feels a bit scary and very different. I do not mind change, but this is massive step, I feel.
- I do not agree with Pendle Vale becoming an academy
- I think this is a great initiative.
- I am just incredibly worried about my job security, as I currently love my job and would hate for this to be in jeopardy.
- As we aren't required to convert, I don't think we should. I can't see any benefit to be had from it (for the students).

## South Craven Academy Trust

**Question 6:** Would be interested to understand why SCS is planning on joining a trust with Lancashire schools whose pupils do not in the whole move on to attend SCS. Why are they not forming a Multi-Trust with the local schools whose pupils do predominantly move on to SCS such as Eastburn, Steeton and Silsden primary schools. Surely it is better to provide support to these schools! The idea of this seems ridiculous to me and I don't see how this will benefit current pupils of SCS at all or even future pupils!

**Answer 6:** The school governors have considered this for a long period of time and have conducted significant research. In our area at the moment there are limited choices of MATs we could join however, by creating this Trust we believe we will not only maintain our uniqueness and identity but will have an opportunity to support other local schools who may wish to explore joining us in the future.

**Question 7:** I would like to know that South Craven has had an equal opportunity to visit and review the proposed partner schools as I feel this hasn't taken place to a sufficient level. I would also like to know how this could affect our existing staffing structure, particularly following the TUPE period.

**Answer 7:** Each of the schools has spent an extensive amount of time reviewing the other schools in a process we call due diligence. We have inspected educational, financial and health and safety areas and South Craven can confirm that this has been done to a substantial and more than adequate level to understand all the pros and cons of each other's organisations. If you have any specific questions on this process and would like more information, please speak to the Headteacher who can hopefully reassure you that this process was thorough. There are no plans to change our staffing structures. If the proposal were to go ahead then there would be a TUPE consultation period and further meetings with staff. TUPE is designed to protect staff and their contractual rights and would see staff transfer to their

new employer (the MAT) under their existing terms and conditions. We are looking at this proposal with a keen eye to ensure that the move would be of no detriment to our staff.

**Question 8:** Curious to know how large the trust will become?

**Answer 8:** When looking at this proposal with The Pennine Trust and Pendle Vale College and coming together to discuss the ideal structure for the new MAT, it is strongly agreed that as much as some degree of growth is important, there is no intent to form a super MAT where schools lose their individuality and become just another number in a business model. Everyone who is discussing this proposal wants the best for staff and students and to deliver the best standard of education we can. This would be at the heart of the visions and values for the Trust and its purpose for being.

**Question 9:** Will South Craven keep its own budget or potentially have to 'bail out' other schools in a worse financial position?

**Answer 9:** All of the schools that are considering this proposal are in a financially strong position. We would continue to set our own budgets. The 'stronger together' nature of forming a MAT means that we would all be there to support each other if something changed, but we are confident that we would be entering into this having done extensive due diligence. We have seen the accounts, we know about any capital works and investment that is required at each school, we know we all have healthy reserves etc. We would also be able to apply jointly in the future for any funding requirements for specific investments that are required. It is a relationship that would work both ways. Should South Craven fall on hard times and need 'bailing out' financially then the MAT would look to help us and ensure we remain strong as part of a family of schools.

**Question 10:** What will be priorities of the MAT moving forwards, eg. Behaviour in lessons is big concern, will this be an area trust will work on together?

**Answer 10:** The trust and its schools would develop a strong vision and set of values that would set out its priorities as a MAT. These would be designed to sit well with the South Craven vision and values which set our school level priorities. They will both run simultaneously.

**Question 11:** Presumably the Trustees feel we will gain more than we lose as a school in terms of curriculum specialists and financially?

**Answer 11:** During the due diligence process, it became very clear that each school has a lot to offer each other in terms of curriculum expertise and teaching and learning. The opportunity to share best practice and develop exciting ideas is one of the clearest reasons for looking at forming the MAT. Financially, there will also be opportunities to share best practice and ideas but also be stronger together in the face of ever increasing costs and decreasing funding.

**Question 12:** Is there a max size the academy will grow too - being a MAT has benefits, but being too large will dilute?

**Answer 12:** See answer to Qu.8.

#### Comments:

- I think this will create a strong trust where schools can support each other and improve provision for students.
- As soon as we have a final name, we need to buy the website domain before someone else snaps it up and holds to ransom, even before we commit to proceeding.
- This is a terrible idea. Parents were given barely any notice of the consultation evening which was surely intentional to try and get this through before people have had the chance to question the school. South Craven really seems to have lost its way. The Governors should consider their positions.

- The very choice of your questions highlights what level of interest the school have in parent's opinions. This is a really bad idea. The meeting was arranged at far too short notice for most parents to attend. The school really doesn't understand the views of parents.
- Having worked in one of the other schools, I have concerns regarding the amount of support that would be required from SCS. The secondary school I worked in although on paper and through inspection would look similar, the day-to-day experience for staff and students was a very long way from the positive experiences at SCS. Whole school systems, across behaviour pastoral, and curriculum support not being imbedded in the same positive way; along with facilities and resources being a 'different world'. If the partnership is driven by an altruistic approach to improve the education and life chance of young people in East Lancashire, I think SCS has a lot to offer. However, I would question what negative impacts on our students and load on staff from this support being given.
- From firsthand experience of working in one of the proposed partner schools I believe they would bring little benefit to South Craven. They certainly do not practise the same ethos as South Craven - the polar opposite in fact. It is not a supportive working environment, staff are bullied and made to feel worthless. SLT are blinkered and only see what they want to see and implement strategies not necessarily with the progress or engagement for the students. Behaviour in the school is a huge issue, the systems in place do not send the correct messages to the students and they do not support the staff. Retention of staff is an issue in the last year several good and longer members of staff have left due to poor management, SLT bribe the people they like and treat those they don't like something on the bottom of your shoe.
- A very exciting development for the school and community
- My concerns, as a prospective parent, is that South Craven is a North Yorkshire school and the other schools are Lancashire. If South Craven wish to join a multi academy unit then the schools should be in the same authority. The children down the road who aren't in the catchment area can't get a place at the school so moneys and resources should stay within the authority.
- Becoming a MAT will mean South Craven losing autonomy for decision making, decisions will be made in the basis of all schools which may not be in the best interests of South Craven & its students & staff. Also concerned around the performance of the school and its impact on students performance should it move towards the MAT model, due to various factors including funding arrangements.

## The Pennine Trust

Question 13: How will a bigger trust benefit students individually?

Answer 13: A larger trust will create greater capacity for collaboration and build greater expertise across the organisation. This expertise and school support will improve the curriculum and quality of provision for pupils. In addition, a larger organisation will create economies of scale so that a smaller percentage of the budget needs to be spent on central or back-office services, meaning more can be spent on classroom provision or other resources/equipment.

Question 14: Will our values change? If so this is more change, that will not benefit students or staff but be for the trust. Will our branding change, meaning more work to implement. E.g. all PowerPoints to be amended? How will we as staff be better off?

Answer 14: The new trust would develop a strong vision and set of values, but they will be designed to support what each of the schools is already doing. Schools will retain their own specific visions and values, and both will work simultaneously. There would be amends to branding but we would ensure staff and parents are supported with the practicalities of this.

## Comments:

- The merger will support all of the schools involved, create opportunities and development for staff and therefore improve provision and standards for students.
- It's an exciting journey we are commencing on.
- This is an exciting development and will bring huge benefit to the current and future members of the Northern Roses (Really like this title!).
- I think the Northern Roses sounds like a name of a Band.
- I am unable to attend the meeting due to working after school club but feel I have been given adequate information regarding the proposals.
- The trust name should not limit the areas that we could expand in the future. Northern Roses may need to be changed again if we were to expand into Greater Manchester/ Cumbria/ Staffordshire etc. I don't think that the Trust should limit future expansions.
- It is the right time to see growth within the Pennine Trust. My main concern is around Park High retaining a curriculum and systems that meet the needs of the pupils who attend Park and not creating a "one size fits all" Trust. I think this is an exciting opportunity for the Trust to develop and change which in turn may encourage other primary schools wanting to join the MAT.
- Happy to be forming part of a larger trust and happy with the communication that has been offered along the journey so far.
- I cannot think of a name - I shall keep thinking!
- The Trust name needs to be simple and location clear. Northern Roses has sporting connotations and a feel of the 'War of the Roses' rather than a serious educational title.
- Whilst I'm not particularly opposed to the merger itself, I think that staff would have benefitted from a detailed explanation of the plans when they were in the early stages. Mentioning it during morning briefing and giving a rushed, two-minute update doesn't really do justice to what could be a really significant change to the organisation we work in. Really, there should have been an extraordinary whole staff meeting to go through the proposal and its implications, far earlier than this. Further to that, whilst we know that we have 'important visitors' coming to visit Park, I'm sure staff would appreciate a bit more information on who exactly they are, what they're coming to see and how we can support their visit. The whole thing has, at times, seemed a little bit cloak and dagger, and it really didn't need to be.

## **Questions and feedback received via the consultation and engagement meetings**

### **Pendle Vale College – Staff Meeting – 8<sup>th</sup> May 2024**

(NEU Regional Representative present)

Question 15: Are all the other schools at the same stage?

Answer 15: Yes. This is slightly different for the others as they are academies and are not converting, therefore, they are engaging not consulting. They have shared the common elements of this information, presentation and FAQs and are working to the same time frames – their meetings and presentations have also been shared this week. All organisations have shared the questionnaire so that common points can be addressed globally.

**Question 16:** If they are already academies and being told they have to do it are we the only people choosing?

**Answer 16:** Leaders and Trustees have decided it's the right thing to do for them and it is no different for us. As a single academy trust, South Craven have been having very similar conversations regarding their future designation and status as the current government policy is they, like us, will need to join a MAT. The Pennine Trust are choosing to work with us and to be equal partners with all of us and are providing the opportunity to 'start again' as a new organisation, rather than have schools join their existing Trust.

**Question 17:** Are the other schools telling staff what's happening regardless of whether we at Pendle Vale are joining?

**Answer 17:** They are in a different position as they are not converting and so not required to consult. However, through a period of engagement they are considering the same proposal as ourselves, which for South Craven is the opportunity to work with two other established secondary schools. They need to make their own minds up and determine their own destiny and will need to decide whether we are a deal-breaker in that decision making. They could decide to continue, or not based upon decisions that we take, or information that we learn of one another through the due diligence process.

**Question 18:** What weight does the consultation have on the decision-making process?

**Answer 18:** Can't really answer as it would depend on the strength of feeling that comes from the consultation. The purpose of the process is to gain perspective and feedback to shape the proposal and to understand where red lines are, or where compromise or mitigation might be needed. At the end of the process Governors would need to reflect on whether it is the right decision. A strong 'no' from consultation might not mean that the proposal stops, but that it is reshaped and refined to become more acceptable. Equally a strong 'yes' does not make the outcome a given as there may be other red flags that we are not yet aware of that fatally compromise the proposal, for example around finance or estates. The consultation therefore is an important opportunity for everyone to feed into the process and to have a voice, rather than a vote so that this is captured, and we can mitigate against any concerns. It doesn't matter what your opinion is in this regard, the important thing is that you have an opinion and the opportunity to voice this, be that strongly in favour, strongly against, or neutral as it is important that the feedback is balanced and fairly representative.

**Question 19:** Some of the information doesn't make guarantees regarding the employers Teacher pension contribution?

**Answer 19:** This is reflective of the uncertainty of funding and budgets in the longer term. We are fortunate to still be in a position to fully meet pay awards and pension contributions across all roles without significantly impacting on our financial stability, however this is not true for other schools who may be more vulnerable in this regard. We do not know what future contributions may look like and so it is unrealistic to make a firm commitment to this at this stage, the same would be true regardless of conversion. As part of the process we are looking at finances of the other schools as well to make sure they are not vulnerable in this regard and therefore that we are not expose to carrying any risk. We would hope to continue to pay in line as The Pennine Trust have held to terms and conditions since their inception in 2018.

**Question 20:** Will it be an unfair weighting for the primaries coming in?

**Answer 20:** No plan to change admission procedures as outlined in the FAQs shared, not least as this cuts across three local authorities (Lancashire, North Yorkshire and Bradford).

## Pendle Vale College -Parent/Carer/Community Meeting – 9<sup>th</sup> May 2024

Question 21: Are you saying that all schools will have to join a MAT?

Answer 21: 60% of schools nationally already have. 80% secondary yes. Labour previously have said they will not reverse the policy. The position of Lancashire Count Council is neutral and that they will facilitate schools in achieving this should they choose to do so.

Question 22: Are you are looking to merge and set up something new?

Answer 22: Yes, we have looked at other organisations but we feel working with current schools looking to add value.

Question 23: Can staff work across the other schools?

Answer 23: Yes, we would encourage staff to do so, but they would only be directed to work at one school unless they opted to do otherwise.

Question 24: If so many positives why is there a doubt. What are the negatives?

Answer 24: People are always concerned about change and about the unknown. There is also a negative narrative around schools in different circumstances that have been forced to convert. Of course anyone of the schools could have a change in circumstance which may result in us having to support, or the Trust could take on schools that require more support in the future, but Pendle Vale is in a strong position in this regard. Additionally, a formal working relationship brings resilience to the schools – if a member of staff was taken unwell at short notice, our support arrangements currently would be based on good will and favours, a formalised relationship would compel school-to-school support, especially where this was urgent.

Question 25: If you join a Trust and it doesn't work, can you come out of the arrangement?

Answer 25: It is highly unusual for schools to leave a Trust once they have joined, however there are occasions when the DfE may decide that a school or Trust is not performing as it should and 'rebrokers' the relationship, identifying preferred relationships moving forward.

Question 26: Will the Headteacher have new opportunities?

Answer 26: There will be opportunities for staff at all levels to share and develop strong practice including leadership. Pendle Vale should also benefit from greater school-to-school support – currently we receive three face-to-face days from LCC as part of their improvement package, we would anticipate this being far higher if we were part of the Trust. It may also present promoted opportunities for colleagues, and we would hope to develop hybrid roles so that we can retain the best staff for longer, while they share their knowledge and skills with other schools for a specific brief.

Question 27: If you think something needs improving, can you say so?

Answer 27: Yes, we are looking at working with one another, so yes, we can determine what we influence. This moment is a great opportunity to be able to shape what this support package looks like. We are in a fortunate position that all schools find themselves in positions where they want some focussed support, but don't need support to secure adequate provision – this is already in place as a minimum.

Question 28: Will the curriculum change?

Answer 28: Yes and no – we don't have to teach national curriculum but we need to get them through GCSEs (so why would we not?). There is some freedom, but ultimately, we need to deliver quality education and outcomes for the students. In many respects, we already make these decisions: there are already subjects that we have stopped and subjects that we have started, that's just about good schools' leadership. In future we might want to look at GCSE exam boards where greater commonality would allow greater, more effective collaboration, increasing impact and reducing workload for staff.

Question 29: How would funding work?

Answer 29: Funding would come direct to us and there are more opportunities to apply for extra money.

Question 30: Moving away how much more freedom does that give us in real terms?

Answer 30: There are many aspects that we already don't have autonomy of as we are beholden to aspects of our maintained provision. It would hopefully create opportunities for economies of scale to redirect more of our funding into classrooms and a more responsive and flexible approach to some of the outsourced provision we currently use.

Question 31: Have you looked at other models?

Answer 31: Yes. We have looked at large national, regional, and local trusts, including small and large, emerging and established. Each has been considered on its own merits and in terms of what it can offer us, as well as what we can offer in exchange. These have been dismissed based on these rationale and what we have left is a unique opportunity not to start a new trust ourselves, but effectively the same principle.

Question 32: How will this affect the SEN department?

Answer 32: Nothing will change in this regard. We would hope that with reciprocal arrangements, we will improve this aspect further still.

Question 33: What are the chances of the greater power coming in to change things?

Answer 33: Trusts have three tiers of governance, LGBs, Trust Boards and Members. The Members are the keepers of the values and principles of the organisation, they are described as being 'eyes on and hands off', the Trust Board scrutinise across the schools to ensure consistency of standards and would take on a lot of the 'back office', business governance aspects (e.g. policies etc), leaving the Local Governing Body to continue to work with school but with more time and capacity to look at the quality of education and ensure this is the best possible standard.

Question 34: Do the board of governors have the power to approach the Trust and say if things aren't right?

Answer 34: Schemes of delegation, meetings, and fora ensure that there are lines of communication up, down and across the tiers of governance

#### Comments:

- It says a lot that Governors are asking parents what we think and that makes me pleased and I am positive.
- I feel it will make the school stronger. My concerns are now gone after listening to this.
- Happy that we are choosing rather than being rushed into a decision. Recognise chosen good schools – done my research on the schools proposed. Would have been easy to just move to a set model – has consideration been



given? It's the children that matter and can benefit from each other. Strength in numbers. I know of the anxiety my child had – transition really matters, and a feeling of connection really helps

## **South Craven School – Staff Meeting – 7<sup>th</sup> May 2024**

Question 35: Will there be changes in staff roles?

Answer 35: We do not foresee any changes in staff roles in the near future. In time, as the MAT develops, changes will inevitably occur in full consultation with staff.

Question 36: Will we be 'forced' to work with other schools?

Answer 36: We would hope that collaboration will happen for the right reasons and to improve what we all do. Staff will not be forced to work at other locations, but should they want to explore those opportunities then we will support that. Staff would only be directed to work at the one school unless they opted to do otherwise.

Question 37: How large will the trust grow?

Answer 37: At this moment in time, we do not know but there will be an aim to grow the trust, possibly at primary level in the future.

Question 38: Are you planning to involve feeder primary schools?

Answer 38: Yes, if they are interested. These discussions would come after the MAT is created and the schools have settled in.

Question 39: Do any of the other schools have a Sixth Form?

Answer 39: No, but that could be seen as an opportunity to grow South Craven Sixth Form in the future.

## **South Craven School - Parent/Carer/Community Meeting – 8<sup>th</sup> May 2024**

Question 40: Will this change your catchment area?

Answer 40: No

Question 41: Will this change SEND provision?

Answer 41: No

Question 42: Are you planning to involve feeder primary schools?

Answer 42: Yes, if they are interested. These discussions would come after the MAT is created and the schools have settled in.

Question 43: Have you completed enough due diligence and has it been done properly?

Answer 43: Yes, there has been a positive response from the process. All the schools are good, no real concerns have been raised and it has been very thorough.

Question 44: Do any of the other schools have a Sixth Form?

Answer 44: No, but that could be seen as an opportunity to grow South Craven Sixth Form in the future.

## The Pennine Trust – Staff Meeting (1) – 9<sup>th</sup> May 2024

Question 45: What is the present top slice?

Answer 45: The present top slice is 7%.

Question 46: What is the proposed top slice for the proposed merger?

Answer 46: It is thought that this could be reduced to approximately 5 or 5.5% owing to the increased number of schools in the trust and based on the services the central team would be delivering.

Question 47: Are you going to be the CEO?

Answer 47: John Tarbox is going to be the named CEO, this had been agreed by all parties involved.

Question 48: When is the intended transfer day?

Answer 48: It is hopeful that, if approved, the establishment of the trust would be complete by March/April 2025. Pendle Vale are not expected to join quite so quickly because of the PFI buildings and the need to convert to academy status. Typical times of transfer for PFI schools are longer, perhaps in the region of a further 12 months.

Question 49: Could you explain what you mean by PFI funding?

Answer 49: PFI stands for Private Finance Initiative and is a contract in place usually for a period of 25 – 30years. A school pays the banks/contractor to manage and maintain the facilities to a high standard so when the building is handed back at the end of the contract it is still like new.

Question 50: Are you expecting South Craven and Pendle Vale to take on Pennine Trust policies?

Answer 50: Trust HR policies are not far removed from LCC and we also employ North Yorkshire HR to support us, so we are aware of their policies. We will continue to develop our policies in consultation with recognised trade unions through the Joint Consultation and Negotiation Committee (JCNC) with amendments made according to the principle of 'no detriment'.

Question 51: Holiday pattern – would this be synced or in line?

Answer 51: This would be difficult to sync due to South Craven being in Yorkshire, and the need to correspond broadly with the same pattern as feeder primaries; however Pendle Vale were broadly in-line with The Pennine Trust's holiday pattern. We would have weeks during the year where some schools are on holiday whilst others are not. We don't think that would be a problem.

Question 52: Terms and Conditions are going to be at least as good as they are at the moment? Would contracts role over to a new entity?

Answer 52: The new trust would be the employer, but contracts remain unchanged in terms of substance.

## The Pennine Trust – Staff Meeting (2) – 15<sup>th</sup> May 2024

Question 53: If the application is being submitted before half term, what is an approximate time scale for getting the first phase in?

Answer 53: If it's approved in July, there's a period of 3-6 months for a school that is already an academy to join with another trust. It's hopeful that by Easter the new organisation will be in existence. The employers name will change but contracts will remain the same.

Question 54: Do all their primaries that are feeder primaries to South Craven come with them?

Answer 54: Some of their feeder primaries are in other trusts and none of them will automatically come with them. Some will be maintained schools that may join further down the line if the application is approved, however, some are faith schools and are not able to join non-faith trusts.

Question 55: Is there a situation where Pendle Vale or South Craven are able join on their own, or do they both have to join?

Answer 55: No, either can choose to join or back out until the legal documentation is finalised which is usually one month before you are due to transfer/convert.

Question 56: Can you confirm that staff employed at Park won't be forced to go and work at another school in the new trust, such as South Craven?

Answer 56: No, we would always advertise any posts requiring filling.

Question 57: Are there other trusts in the area looking to merge?

Answer 57: We are not sure of anyone who is doing the same as what the Pennine Trust is proposing, but there is definitely growth in the sector.

Question 58: When will school staff be aware of how things are progressing?

Answer 58: We are currently anticipating the advisory board to review any applications on 18th July 2024 and an update would follow before the summer break.

## The Pennine Trust - Parent/Carer/Community Meeting – 8<sup>th</sup> May 2024

Question 59: Pennine Trust Primaries have a common approach to many aspects of the curriculum... I'm concerned this might not be the right thing for Park and the secondary curriculum. Are there plans to develop a common curriculum?

Answer 59: We don't have plans for common curriculums across our secondary schools, but we do want to see more collaboration. This may mean development of some common elements and approaches, but certainly not a standard curriculum that is just dropped into every school.

## **Questions Received via the Northern Roses email/inbox**

Question 60: Would all schools within the proposed academy work to the same term times? If so how would this be decided? South Craven's term time currently differ from those schools within the Pennie Trust. Given the recently changes which have affected the Pennie Trust this is a slight worry?

Answer 60: At this stage there is no proposal to change any term dates or school days and they would remain as is. If this proposal were to be given approval and there was a need to explore a change in the future whether at a Trust level or individual school level, this would be explored through the appropriate channels and communication. We will be respectful of different holiday patterns in different counties and appreciate our parents may have children who attend schools outside of our trust. This means we will broadly follow the holiday patten in each local authority but doesn't mean we will always stick to it exactly, where we believe it is not in the interests of our young people or the effective operation of the school.

Question 61: If all finances go into a central pot how will this be shared equally and equitably across the schools! There is a worry that it becomes a bidding war for funding.

Answer 61: Funding follows the pupil and there is a requirement within the Academies Trust Handbook which all academies must comply with. This requirement sets out the funding levels and how the Trust must report to the schools how the funding is allocated and spent. The schools will continue to plan and manage their budgets as they do now with approvals for the annual budget made by the Board of Trustees rather than local governing body.