

REPORT TO THE GOVERNING BODY OF NORTHUMBERLAND PARK COMMUNITY SCHOOL

CONSIDERATION OF ACADEMY STATUS PROPOSAL IN THE LIGHT OF CONSULTATIONS

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CONSIDERATION OF ACADEMY STATUS PROPOSAL IN THE LIGHT OF CONSULTATIONS

1. PURPOSE

- 1.1 The governing body has sought and obtained an order from the Secretary of State for the conversion of the school to academy status as part of the Multi-Academy Trust run by Aldridge Education. At the same time the governing body has undertaken public consultations on the proposal. The original timetable for the consultations of 27 February to 31 March was extended to 18 April 2017 following a request from four of the trade unions for additional time partly to consider additional documents provided to them.
- 1.2 This report provides a full account of all the responses to the consultation and a commentary upon them, provides an equality impact assessment of the proposal for consideration, reviews the issues and information available and seeks to provide a basis for a decision, in the light of the responses to the consultations and the other information available, whether to proceed with implementation of the proposal.

2. RECOMMENDATION

- 2.1 The Governing Body is recommended:
- a) to consider the responses to the consultation fully and in detail, as set out in Appendix A and summarised in paragraph 3 below, and the commentary upon them as set out in paragraph 3.7 below;
 - b) to consider and approve the equalities impact assessment set out in appendix B;
 - c) to determine whether, in the light of consideration of a) and b) above, to proceed with the proposal that the school convert to academy status as part of the Aldridge Education Multi-Academy Trust;
 - d) to agree that this report and the decision thereon be published on the school's website;
 - e) to agree that the decision and associated documentation be reported to the Department for Education (DfE) and Aldridge Education;
 - f) in the event that a decision to proceed with the proposals be made, to agree that the governing body also publish on the website that they will continue to consider any further written representation made to them pending implementation of the proposal.

3. SUMMARY OF RESPONSES TO THE CONSULTATION

- 3.1 Overall there were 90 written responses in the form of questionnaire returns or letters plus attendees at the various consultation meetings. The majority of the written responses came from staff (57) with the rest coming from parents (17), students (6), other education institutions (6), others (2) and four of the recognised trade unions (1) and local authority (1). The attendance at the consultation

meetings varied from well over 100 at the staff consultation, 15 at the open public consultation meeting to a total of 10 at the several parents' consultation meetings. All but one of the recognised trade unions with members in the school attended at least one of the trade union consultation meetings. The statistics of the responses is as follows:

Analysis of responses	No. of responses	In favour of the proposal	Not in favour of the proposal
Parents	17	12	5
Staff	57	24	33
Students	6	5	1
Other Education institutions	6	6	
Others	2	2	
Trade unions	1		1
Local Authority	1*	Comments only*	
Total	90	49	40

*The Local Authority did not express an opinion for or against.

- 3.2 The response rate corresponds to about one third of the staff, a small proportion of parents, students and local education institutions. About half of the staff respondents chose to remain anonymous all the remainder of the responses are from named individuals or organisations.
- 3.3 Paragraph 3.6 below seeks to analyse and report on the responses to the questionnaire for each of the questions 3-7:
- “3 Do you support Northumberland Park Community School (NPCS) becoming an academy as part of the Aldridge Education Multi-Academy Trust?” and “7. Are there any other comments that you would like to make?”
 - “4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important)”:
 - “5. Are there areas of the school’s work that you would like to see strengthened?”
 - “6. What do you want to make sure is retained in how the school currently works?”
- 3.4 Question 1 is the categorisation of the respondents and is built into the structure of the remainder of the analysis. Question 2 asked respondents why contributing to the consultation was important to them. This question has not been separately analysed but the responses can be seen in the full responses in Appendix A. In a few cases comments under question 2 have been included under the analysis of question 3 where the way in which respondents have commented requires this to illuminate their response to question 3.
- 3.5 Other responses by letter and the notes of consultation meeting are dealt with under paragraphs 3.7 and 0 below

3.6 Responses to the questionnaire:

Q3 Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?

Views analysis:

The analysis below sets out all the responses received in relation to this central question asked. They reported by respondent group (staff, parents students etc.). This analysis contains all the verbatim responses to question 3 (“Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust? Please explain the reasons for your answer”) and to question 7 (“Are there any other comments that you would like to make”). The responses from those answering “no” to supporting the proposal and those answering “yes” are in separate tables for each respondent category.

The Responses have been re grouped and clustered under broad headings in this analysis. The headings are intended to aid assimilation of the points made overall and there is a summary at the beginning of each section of the individual points made. The original text of the full questionnaire responses (in Appendix A) from which this is drawn gives the details of the full argument put forward by each individual in its original form. .

Views of staff:

	No	Yes
Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	33	24

Please explain the reasons for your answer: Are there any other comments that you would like to make?	Responses from staff saying “No”(33)
Summary of comments about MATs in general	Several say variously that there is a lack of evidence that MATs improve attainment generally, or for the disadvantaged, and some where results have been worse or schools mismanaged. One comment opposes privatisation of education and believes academies often undermine health life balance and teacher autonomy linking this to staff leaving teaching. Another asks why become an academy if the school is good and doing well. Another says academisation can be good with the right academy.
Individual Comments about MATs in general	There is no overwhelming evidence that MAT's improve attainment of students in general or students from disadvantaged backgrounds either from Sutton Trust or DfE.
	Should there not have been consultation on which MAT we wanted to join?
	No evidence that joining an academy can improve results- there are several examples where results have been worse and the schools have been mismanaged
	It is not in the best interest of the students and staff
	I do not think the school should become an academy,
	In a general sense, I am strongly opposed to what is effectively the privatisation of education. Evidence from academies so far suggests that standards are not being improved and that, in a bid to raise standards, academies often intensify the pressure on staff. I am very concerned about the high numbers of teachers already exiting the profession and believe that this is in large part due to changes in education policy and practice which are undermining teacher autonomy, and undermining a healthy work/life balance. Although not exclusive to academies, I believe academies often demonstrate the worst aspects of this.
	I have not seen any evidence to share or prove that turning into an academy will benefit the school, members of staff and the community.

	The school is doing well and judged good by Ofsted. Why become an academy. Academisation can be good, if we choose the right academy!
Summary of comments about joining Aldridge Education and impact on standards, and outcomes	Most of these responses say they are not persuaded by Aldridge Education that they can contribute to the progress of the school or its students. They question whether it is the right MAT and say they are not good with disadvantaged pupils in inner London and cite a Sutton report. They say Aldridge Education has no schools that are outstanding and say Northumberland Park Community School's progress 8 is higher than any Aldridge school and 2015 A*-C grades were below average. They say the school is graded good by Ofsted, has good staff and students and a good head; they question what Aldridge will add. One suggests academy status would not be being pursued if GCSE results targets were being met and fears Aldridge might only bring draconian workload to hard working committed staff. Three others variously note there is no north London support cluster, no more money and claim there is concrete evidence only of one educational expert.
Individual comments about joining Aldridge Education and impact on standards, and outcomes	The argument for sharing ideas/resources is something that schools can do now with other schools without becoming a MAT. Was not won over by the speeches given at the Staff Consultation meeting. I like the fact that we are a good community school, we can see this daily and Ofsted confirmed this in their last two inspections. I think that we have a good head teacher who wants students to do well. We have lots of good teachers and students and I cannot see how becoming a MAT will add any significant value to our students or staff. I am also not sure whether the Aldridge MAT is the right one for us as they do not seem to be able to provide basic answers to fairly straightforward questions. I am unable to find a benefit to the students or the general staff when handing control from the council to Aldridge. We will be weaker when we leave the borough, maybe not during the building process but we will be in regards to the learning at NPCS and that is not worth risk Do not believe that Aldridge have the tools to improve schools in inner London as they do not have experience with schools like NPCS. Not convinced they can make NPCS outstanding I do not think Aldridge is the best MAT for our students as they are not good with disadvantaged students. I am not convinced of any benefits for students, the local community, or teachers and support staff There is clear evidence that the school as a whole, the students and the staff are not going to benefit from this change. The school would be better of continuing to be a community school. During our academy consultation the guests who were invited to speak could not give a single reason on how will they improve the school, students results or staff well-being The evidence does not point to Aldridge being able to contribute to the academic progress of the school/students (Progress 8 scores) and particularly to a cohort of our students that are disadvantaged (see Sutton Trust report). Also I feel that the school is already making huge steps in improving provision for students and that if our GCSE results were hitting the Government's highly ambitious targets we would not be pursuing academy status. I have heard no satisfactory explanation for how joining Aldridge is going to help us in this regard and fear some draconian measures that will drastically increase workload expectations on an already incredibly hardworking and committed staff. I do not feel that adequate evidence has been provided of the ways in which attainment will be improved through the expertise provided by Aldridge. One of the arguments made, is that we will benefit from the expertise of Aldridge- something which is especially necessary given the possible loss of the school improvement officers from the LA. The only concrete evidence of this is the expertise provided by one person who is part of the Aldridge foundation. There are no indicators as to how the students, staff and community would benefit from the academy status. Aldridge Education MAT have no track record of moving schools from good to outstanding, no track record in supporting the minimum wage let alone the London living wage. Aldridge Trust do not have any outstanding schools, NPCS has higher progress 8 scores than any Aldridge school. No cluster schools in North London to give support. I have not seen any proper evidence that convinces me or even persuades me that Aldridge have got anything whatsoever to offer us that we have not already got the budgets for! There are currently no schools that are part of the Aldridge Education Multi Academy Trust that have been graded outstanding, so I am uncertain as to how NPCS will become an outstanding school as part of that trust. - No point, no extra cash for school, more money spent that we do not have We do not need this chain - we are doing well. Aldridge do not have experience of London schools;- Poor academic success in the other Aldridge schools The disadvantages outweigh the advantages. Aldridge schools in 2015 have below average A*-C grades, therefore this result is not a good indication of their success. The DfE and Sutton have said Academies are not all successful.

Summary of comments about remaining with the LA	These comments variously say education should stay under local authority control and they are happy as a community school. One suggests seeking to emulate Gladesmore as an outstanding local authority school; another says the local authority is better if not perfect.
Individual comments about remaining with the LA	<p>I feel all schools should stay with the LA</p> <p>A local school, Gladesmore, is giving Tottenham parents the choice to be able to attend an outstanding local authority school. We should aim to do the same.</p> <p>The education of our students should remain within the responsibility and control of local authorities.</p> <p>Education should remain under Local Authority control.</p> <p>I don't believe it is the best way forward for us - I feel that staying in Local Authority is better, even if not perfect!</p> <p>I don't believe it is the best way to continue, and being a part of a local authority is the best status for all and turning in the other academy it won't benefit us</p> <p>We are happy as a community school</p> <p>We are happy as a community school</p>
Summary of comments about the community and character of the school	Several comments value the community as the school's focus and consider academisation would undermine the schools place in its community, fearing, variously, it may align to a chain rather than the community, it may change the school dynamics making it more challenging and difficult. Three responses variously say the staff have already worked hard to change the school image and it has a proud alumni, that the school needs to stand for consistency and continuity in a time of change in Tottenham and the cohort of students. One response suggests that the governors do not represent the views of staff or the school community, .Another says a private organisation is bound to have its own agenda that may not be the best for the school over 20-30 years. Another considers that the individualistic and competitive values it says are celebrated as entrepreneurialism are not compatible with the school values that attracted the respondent.
Individual comments about the community and character of the school	<p>I strongly feel as though academisation is a negative phenomenon in itself, but particularly for a school like ours that is so deeply embedded in its community,</p> <p>I think it would be a grave mistake in the long term to put ownership in the hands of a private organisation that comparatively has limited understanding of the school's demographic will inevitably have its own agendas. Statements have been put forward in an attempt to put these worries to bed, however I am not convinced that say, twenty or even thirty years down the line, that this is best decision for NPCS.</p> <p>I can definitely see the benefits in becoming an academy. It would be far quicker to 'get things done' at the school level and there is likely to be greater access to funding and resources. However, on balance, I do not want to see our school being taken over by an external force and becoming separated from what life is in Tottenham (similarly to spurs I suppose)</p> <p>I really enjoy working at NPCS and I think that, at the moment, it would be a shame to become part of a MAT when we do not need to. I feel that there are many changes happening in Tottenham currently and it is important to create consistency and continuity in the lives of our students; I do not feel that becoming part of a MAT would provide that consistency.</p> <p>Change in cohort of students</p> <p>Do not agree with rebranding of school- the staff and students have worked hard to change this image. We have a proud alumni.</p> <p>As a Community school the local community and its children is the focus of the school however being part of a MAT dilutes that's focus and possibly erodes it to where the school aligns itself with the chain rather that the community.</p> <p>Not convinced this MAT is the best for our community or the timing</p> <p>The governing body do not seem prepared to represent the views of staff and the local community and as such do not have the moral right as a small group of people to permanently change the nature and ethos of NPCS.</p> <p>I am concerned that the ethos of Aldridge foundation is not compatible with the values of the school. Of course I agree in general with the entrepreneurial qualities that Aldridge promote. I am concerned though, that the individualistic and competitive values which are promoted when framed as celebrating entrepreneurialism- is actually at odds with the community values that attracted me to the school</p> <p>It is a shame if we become an academy. The sense of community is strong here and I do feel the Head cares greatly for the students and her staff. I do, however, feel this move is a misguided one and that there are other options that would be more beneficial to NPCS, like using monies that are made available to the school for a new building while rejecting pressure to become an academy. As a member of staff I wish to feel valued and that my contribution, and my voice, is worthy.</p> <p>I strongly oppose this school now becoming an academy as this will change the whole school dynamics.- The whole school policy and system will also change which will ultimately make for a more demanding, difficult and challenging school</p> <p>I strongly oppose this school becoming an academy as this will change the whole school dynamics</p> <p>- The whole school policy and system will also change which will ultimately make for a more demanding, difficult and challenging school environment</p>

Summary of comments about the future of the Vale School	Two respondents express concern about the future for the Vale and say they do not know what would happen for them.
Individual comments about the future of the Vale School	I am also concerned for the future of the Vale school and what the outcome of the process might look like for them We have also not been informed in any way about the future of the Vale school in this change and in my opinion it will be a terrible loss for both students there and at NPCS to not have the close partnership we have.
Summary of comments about timing of the proposal, consultation process and due diligence	Several consider the consultation time is inadequate and that questions raised by the unions need to be answered. (One raises an extension raised by the unions- now granted). Three respondents variously raise delaying until the 2017 results are known, awaiting the Haringey Development Vehicle proposals for the site and development or until a new building. Another acknowledges the advantage of shaping the MAT from September 2017 but prefers to wait 12 months to assess better complex variables. Three others variously reference to an unseemly rush and question whether due diligence has been exercised, consider there is a lack of honesty with insufficient information on timing or approach and question sufficient time to reflect seriously. Two are not necessarily opposed to joining an academy /Mat but not at this stage. One says there is a communication/transparency issue between senior leadership and staff that needs to be attended to.
Individual comments about timing of the proposal, consultation process and due diligence	Not at this current time. I would like to see what the GCSE results for this are in light of the changes to the curriculum and in relation to national results. I'm not necessarily against becoming part of a MAT but feel strongly that I would like to see what position we are in a year from now Feel that this is a rushed consultation period and we have not had enough time to reflect. Timing - I'd like to see what HDV proposes for the site / area. GCSE results 2017 of proposed MAT When the school has a new building, it will be in a much stronger position to make good choices for itself, controlling its future. Too many questions have been unanswered by Aldridge and the governors. There seems to be an unseemly rush that has no advantage for the students that attend the school and that will attend the school in the future. I do not believe due diligence has been carried out in the run up to and during this consultation. Aldridge seem more focussed on acquiring a new building than in the education support of our students. There has been a complete lack of honesty in the approach to becoming an academy, staff, parents and students have not been properly informed and the little information we do have has come in the final stages. Staff have been given little to no information about why this decision is being made at this time (I don't find 'jump before we are pushed' to be a suitable explanation to this) especially as there is contradictory information being shared with us by the Council. I am not saying I would be flat out opposed to becoming an academy at some point but this is an irreversible choice that we are being heavily pushed into with a lot of misinformation from all sides. NPCS already clearly has a communication and transparency issue between senior leadership and members of staff, for me a big priority should be fixing this and together having some honest conversations about ways we can together make changes for the school. This 'forced' choice is just adding to this negative feeling. This to me is very saddening because I love working with the students and members of staff at NPCS. I am concerned about the timing of the process. I acknowledge the advantage we get in shaping the MAT if we are part of the process from September. However, there are a lot of complex variables that we will be better able to assess if we delay the process for 12 months. I am concerned that the consultation process hasn't given me adequate time to fully reflect on issues which I take very seriously. Irrespective of the outcome of this process, I am committed to being part of the school's journey to outstanding. Even another few days to complete the consultation document would have given me an opportunity to properly engage with the response from Aldridge to the staff questions Rushed consultation period. Unions advise against this. Requests made by the unions for further info not given or inadequate responses To have a proper and meaningful consultation and not to rush this important process. Respond to the Union's questions wholly. Unclear why this transfer is being proposed at this time We have not been given answers to questions raised about Aldridge - the teacher governors has said they are still waiting for responses to questions. As these are still outstanding, I feel this is a little premature to be at this stage in the consultation.
Individual comment about supporting union position	My union has suggested that I should oppose academisation

<p>Summary of comments about staff security, conditions of service, staff retention and union representation issues</p>	<p>Several comments express concerns about changes after TUPE to conditions of service or workload or restructuring, less job satisfaction and unrealistic workload demands. Several raise the need for a commitment on London Living wage and say Haringey Council employment has been of benefit for the lower paid. Several are concerned about lack of collective bargaining, trade union recognition and the vulnerability outside local authority arrangements especially in the light of national funding cuts. A number say academies are not focused on staff welfare and claim across the country in academies' support staff terms and conditions have gone down whilst SLT have gone up. Specific concerns are raised about pensions, national teachers' pay arrangements, a continued union presence, loss of continuity of service rights, impact, availability of voluntary redundancy and that new staff employed will not be protected by guarantees under TUPE, with further information on this requested. Concerns are raised about impact on staff morale and turnover. One respondent claims coercion to leave the school will increase whilst another hopes that staff who consistently do not perform will be replaced more easily.</p>
<p>Individual comments about staff security, conditions of service, staff retention and union representation issues</p>	<p>However, I do hope that teachers who are consistently not performing at the expected levels will be replaced easier.</p> <p>Changes to workload after TUPE Changes in teachers' pay and conditions after TUPE Restructuring No union recognition No protection or safety provided by Haringey if school is restructured</p> <p>Still not had confirmation of London Living Wage payment. More clarification on existing Aldridge MAT terms and conditions for new staff e.g. teaching hours at Kensington longer.</p> <p>Good teachers have been coerced into leaving the school and this will be even more likely to continue if we become an academy and retain our leadership team</p> <p>Working for Haringey Council has been of benefit for lower paid staff (support staff) of the school and has given certain guarantees (local and national terms and conditions). The average experience of support staff in academies throughout the country has been that terms and conditions of support staff have gone down whilst the numbers and wages of SLT have increased. Whilst I am aware of TUPE guarantees, no such guarantees can be given for future employees at NPCS.</p> <p>There are too many unanswered questions, particularly about a solid commitment to the London living wage for all support staff. I cannot support the rush towards joining Aldridge in September 2017 until these questions are satisfactorily answered.</p> <p>I also have not yet been convinced (even in the consultation with Aldridge) that there won't be changes to our terms and conditions in future restructurings.</p> <p>If I continue to feel this misinformed about changes I am likely to leave the school, and I know I am not alone in this.</p> <p>Although any changes to school finances will not be directly attributable to becoming an academy, given the looming crisis in school funding, I am concerned that moving outside of the LA and collective bargaining processes, leaves me and my colleagues more vulnerable. I think this has an impact on teacher morale and consequently the quality of education for our pupils.</p> <p>I am concerned that once we become an academy there will be less job satisfaction, increased workload and a unrealistic expectations for attainment.</p> <p>I don't want to be worried about job security (I know we were told that as long as our job titles don't change, neither does our pay) but should Aldridge decide to rename our job titles and/or restructure, we face a challenge. I like the security of the main scale, the presence of teaching unions, the knowledge of the current pension situation etc. Once those things are threatened, I wonder what the school would be like? I do love the school but am extremely concerned about what, and who, (I'm sure many staff will leave once we officially become an academy official),we stand to lose.</p> <p>All staff not protected by TUPE academy may lead to restructuring of roles.</p> <p>Academy Trust do not have good records looking after staff well fare</p> <p>The school does not need to convert or join an academy as it has no concerns to warrant that need. Academies are not focused about improving staff welfare and well-being nor students.</p> <p>If we leave the academy, no continuation of service. - Still no voluntary redundancy!</p> <p>Because look at the canteen. TUPE is not worth the paper it is wrote on. It is a joke. Stay as a community school. We are what we are. TUPE is a joke and not worth toilet paper</p> <p>From the staff meeting, consultation we had on Monday 13th March the representative from Aldridge Academy Trust informed us that if we do not sign up to the school as staff we would be resigning. This is a concerning issue. That as teachers our entitlements can change and we may have to apply for our jobs. Aldridge cannot guarantee other employment in other schools i.e. They have not school in South London, which is too far for many staff. Moreover, Aldridge has not given any confirmation of a London Living Wage, and Terms and Conditions. In Monday's meeting the representative for Aldridge said TUPE could not guarantee the same Teachers - salaries once we leave the Academy school and teach in another school. Aldridge is based in Northern England which is not close to London which is not ideal for liaising with them. Other issues becoming an Academy are: Larger class sizes e.g. 30 students. This is not the best progress for teaching and learning. They set their own Terms and Conditions. Large staff turnover per year (leaving schools)Northumberland Park Community School being part of the Local Authority we have financial autonomy, we have collective power with the NUT for our Terms and Conditions and for the rights and life changes of our students. Furthermore, in Academies the lowest paid members of staff do not have good Terms and Conditions. Overall, becoming an academy is not the best way forward for our school and community because of the pertinent points outlined above.</p>

Summary of comments about regeneration issues and Aldridge Education	Concerns that Aldridge are more concerned with acquiring a new building than supporting students and that Aldridge involvement is a distraction from the issue of the basis of the sale of the school site, for unclear motives.
Individual comments about regeneration issues and Aldridge Education	Lack of transparency between Tottenham Hotspur and Haringey regarding the sale of the schools land and joining Aldridge is providing an unhelpful distraction. It is unclear how much Aldridge are benefitting from this rather than the focus being the student Aldridge seem more focussed on acquiring a new building than in the education support of our students.
Please explain the reasons for your answer: Are there any other comments that you would like to make?	<u>Responses from staff saying "Yes"(24)</u>
Summary of comments about MATs in general	Comments support becoming an academy as right for our students and in the current climate nationally and will help the school get the extra provision it needs to become even better
Individual comments about MATs in general	I support NPCS becoming an academy if it is the right thing for the students that we teach. Having read the consultation documents it would appear that, in the current climate nationally it is the correct route for us as a school. As an ex-student of Northumberland Park and now a member of staff, I have seen how the school has developed over the years and believe a conversion into an academy will give the school the additional provision that it needs to become even better.
Summary of comments about joining Aldridge Education and impact on standards, and outcomes	Several responses support joining Aldridge Education and variously say it is the best way forward, that the time is right, it will better safeguard the future status of the school, it is in the best interests of students, the local community and the school and it is a better fit than other MATs. Respondents variously say they are keen to explore opportunities for developing business links, hope it will provide the resources and opportunities for progress and to build student attainment to outstanding, will give more opportunities to pool resources, increase scope for sharing strategic thinking, look forward to partnership working with other schools and to enhancing the curriculum. Another considers it will give the headteacher and governors more flexibility to manage to build success whilst another says the local authority is shrinking and the school needs to be part of an organisation which can help the school to progress. A respondent is against privatisation of education however thinks schooling is going that way but questions whether there may be a better chain than Aldridge Education; another thinks academy conversion is inevitable and Aldridge Education lacks the status and track record to impose any ethos other than NPCS's.
Individual comments about joining Aldridge Education and impact on standards, and outcomes	I believe this is the best way forward in the current situation I am keen to explore the opportunity for developing business links for our students. I really believe that this is the right time for NPCS to join Aldridge. Excellent opportunity to further develop the school and support students and the local community Although I am against the privatisation of schools' agenda, I have a horrible feeling that this is the direction in which schooling is going, and if the school I love is to receive any funding this might be the way it has to go. However, I do think that there might be better academy chains than the Aldridge Education Trust out there! The head teacher and governors will have greater control and flexibility to manage the school in order to help the school build on its success NPCS is an outstanding school and should be allowed to meet its potential by supporting the school management We need to become an academy to better safeguard the future status of the school. I am persuaded that the Aldridge MAT is a better fit than other MATs. The LA is shrinking and we need to be part of an organisation that is going to help us to move forward. It is in the best interests of the students and the school Conversion to an academy seems to be inevitable. Aldridge at the moment lack the status and track record to impose any ethos other than NPCS. Everything else I would be happy to see discussed and improved upon I believe the school joining the Aldridge Education MAT will hopefully provide the resources and opportunities the school needs in order to continue building on their successes and increase student attainment to rightfully be graded 'Outstanding' by Ofsted. I believe the school will benefit from sharing good practice within the Multi-Academy Trust. 1. To lead to better progress and attainment for the students. 2. More opportunities to pool resources 3. More opportunities for across strategic thinking with governors and senior leaders. Working in partnership with other schools will benefit this school as access to other resources will be available. The school will be able to enhance their current curriculum which in turn will benefit the students. NPCS is currently a good school - with the right support, the school could improve its GCSE results and become an outstanding school I believe will be a positive outcome all around. After reading the consultation documents and attending the staff meeting, hearing the invited speakers from Aldridge [Chris] present, I believe the school will benefit from merging with Aldridge.

	The support and strategic development of the school with partners of like vision
	The same ethos as the school
	I want the MAT to help us improve
	I think that it will bring about benefits for all: students, parents and staff. It will further support and aid the school on its journey to being outstanding in all respects.
Individual comment about remaining with the LA	I also feel that the LA provide very little support to the school.
Summary of comments about the community and character of the school	Two respondents are concerned to ensure that any development does not lose the school's identity characterised variously as strong leadership, community spirit and investment in quality provision especially at a pastoral level impacting on behaviour for learning for the sake of the young people and the community. Another raises the opportunity of rebranding to move away from negative historical perceptions
Individual comments about the community and character of the school	I believe that as a school NPCS is unique. I have spent my teaching career in London schools and if you count the two placement schools during my training I have had experience of working in five separate London schools. NPCS, without a doubt has been the best school I have worked in. There are a number of reasons for this in my opinion; strong leadership, a community spirit and a clear investment in quality provision, particularly at a pastoral level. When I first arrived at NPCS I was struck by the fact that despite being situated in one of the more deprived boroughs of London the school was calm and purposeful. Students learn and learn well. It is my belief that an investment in the pastoral side of the school is one of the reasons why behaviour is so good in our school. A trickle-down effect is in place and I have seen behaviour for learning continue to improve even in the short time I have been in the school. We are not perfect and we have areas to improve but I do believe strongly that we have to work hard to maintain our identity and autonomy if converting to an academy. Converting to an academy may open up opportunities for us as a school but my over-riding fear is that we could lose the 'personal' touch we currently have. We are a community school in its truest sense and I hope that we can continue to maintain this. Any trepidation I have at converting to an academy is only present in relation my concerns about us losing our identity as a school. In general terms I am not in any way opposed to us making a change for the advantage of our students but I hope that we will approach it with the appropriate level of caution, for the sake of our young people and community.
	It is also an opportunity for the school to rebrand itself and move away from negative perceptions that have been historically associated with the school.
	Also it's important that the school creates an environment for all students to achieve their best potential and having the opportunity to work and be a part of an academy trust, that focus on their students and community
Individual comment about staff security, conditions of service, staff retention and union representation issues	More accountability for staff who hold the school back and in turn more reward for outstanding staff members.

Views of parents:

	No	Yes
Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	5(6)*	12

There is a sixth response which appears to be spam. It is included in Appendix A for completeness.

Please explain the reasons for your answer: Are there any other comments that you would like to make?	Responses from parents saying “No”(5)
Summary of comments about MATs in general	Respondents say they prefer community schools and one says her other children will probably not come to the school if it is an academy. One is against academies as a business model and treats education as a business; he suggests there might be additional money as a grammar school or stay as a well-known community school.
Individual Comments about MATs in general	This will impact the choice when my next child starts secondary. Aylward academy is the only other choice which I do not like as it's an academy. There is no chance of an Edmonton n18 child getting into a community school other than Northumberland Park. If you become an academy my other children will probably not be joining you. Education is not a business which I feel that an academy is. I hope you will reconsider. Please don't do it
	I do what is best for my child Thank you
	Because I am totally against the academy because academy has 100% business model. There is a fear that education treat as a business. Why don't school try to get more funding (recently in budget allocation for grammar school) and become a grammar school or leave as a local well known community school?
Summary of comments about joining Aldridge Education and impact on standards, and outcomes	The respondents are happy with the school as it is and see no reason to change to an academy and one says Tottenham is not like Brighton or Lancashire. Another says Aldridge only has one London school in Kensington and that Aldridge's results are not that good and are bettered by Northumberland Park Community School. One respondent says the school should tackle lack of homework
Individual comments about joining Aldridge Education and impact on standards, and outcomes	NPCS is a very good school. Students are learning and achieving well and also they are happy in school as it is, so as the parents, so, why change to academy. No to academy, leave NPCS alone, leave NPCS as it is. Community and parents are happy the way it is. No need for any changes.
	Your results are getting better if u work harder which u seem to do for low achievers. The lack of homework is what as a parent I can see you need to tackle.
	Tottenham is also not Brighton or Lancashire and the children are also different
	Aldridge Education Multi-Academy Trust are not operating in the London except one in Kensington. Also All their academy result in all aspect are not that good which NPCS have already achieved.
Individual comment about staff security, conditions of service, staff retention and union representation issues	Teacher morale is what as a parent I can see you need to tackle

Please explain the reasons for your answer: Are there any other comments that you would like to make?	Responses from Parents saying "Yes" (12)
Individual Comment about MATs in general	I think academies do better, that's because they have different tactics.
Summary of comments about joining Aldridge Education and impact on standards, and outcomes	Respondents support the proposal and generally believe it will be better for children, improve standards, improve children's achievement and results, and get the school known as a good school.
Individual comments about joining Aldridge Education and impact on standards, and outcomes	<p>I agreed with governing body that helps to improve our children's education</p> <p>it would get better because they would be teachers can't care about the students and help students out not like some of the teachers that just left the school in the middle of a controlled assessment and made my child struggle.</p> <p>From what I have heard I am thinking this is a better fit my daughter's education.</p> <p>Want the best education for my child</p> <p>Best interest of children better stability for them</p> <p>Feel it will be better for my son and when my daughter will come in September</p> <p>Becoming an academy will strengthen the student's educational ability which will enable them to excel in whatever career path they choose to pursue.</p> <p>I support it because by joining the Aldridge Education Multi-Academy Trust it enhances my child's achievement and it brings prosperous future for her.</p> <p>Because it might improve the school and I had previous children that went here</p> <p>NPCS is currently a good school - with the right support, the school could improve its GCSE results and become an outstanding school. I believe will be a positive outcome all around (also a member of staff – see above)</p> <p>Because there is an opportunity that it will become better. Because there is an opportunity that this school will be known as a good school in the public because now it is known as a 'bad' school in the public</p>
Individual comment about the community and character of the school	Also it's important that the school creates an environment for all students to achieve their best potential and having the opportunity to work and be a part of an academy trust, that focus on their students and community (also a member of staff – see above)

Views of students:

	No	Yes
Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	1	5

Please explain the reasons for your answer: Are there any other comments that you would like to make?	Responses from student saying "No" (1)
Individual Comment about MATs in general	Due to us not being controlled by the government the school is able to change the time and date of holidays.
Individual comment about regeneration issues and Aldridge Education	I don't think our school should change to an academy because our school will have to change areas and uniforms furthermore Please don't make this a academy because it would mean that we would move schools and majority of the people how went to Northumberland Park won't be able to go all the way to our new destination meaning that the school will see maybe 20 percent of the children who went to NPCS originally.

Please explain the reasons for your answer: Are there any other comments that you would like to make?	Responses from Students saying "Yes" (5)
Summary of comments about joining Aldridge Education and impact on standards, and outcomes	Respondents believe it will make the school better and more successful, more interesting with more opportunities.
Individual comments about joining Aldridge Education and impact on standards, and outcomes	Not sure Because they make the school better and more interesting and maybe it's something different. There would be more opportunities for us the students. Also academies offer much better education. It would be more successful in achievement
Individual comment about regeneration issues and Aldridge Education	Because it will have more room and we can have 2 libraries for Js2 and Ks 3. Improve on teaching and bigger and better school

Views of other education institutions:

	No	Yes
Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	0	6

Please explain the reasons for your answer: Are there any other comments that you would like to make?	Responses from other education institutions saying "Yes" (6)
Summary of comments about joining Aldridge Education and impact on standards, and outcomes	Respondents believe it will increase capacity for improvement to outstanding, improve the schools financial position and increase collaboration opportunities
Individual comments about joining Aldridge Education and impact on standards, and outcomes	[Fortismere] As already stated, I believe this move will enable the school to achieve its long held ambition to become outstanding, not just for Ofsted but every day. [ADA National College for Digital Skills] If Northumberland Park joins the Aldridge Education MAT, the opportunities for collaboration are enhanced, which will be mutually beneficial. Ada's leadership team would enjoy the opportunity to meet with Monica and her team in the near future to identify, plan and the implement opportunities for further collaboration [Haringey Sixth Form College]See letter from CoG and Principal dated 27.03.2017 [College of Haringey, Enfield and North East London] I think it will greatly strengthen the school's financial position and enable a focus on sustained improvement. I also like the focus on "entrepreneurial education". I look forward to a continuing strong partnership with the school.
	[Lee Valley Primary] In the current educational climate this is the best option- especially as the majority of secondary schools are already Academies. To continue the excellent relationship and links with Lea Valley Primary. To strengthen our links, in particular around STEM and Science
Individual comment about the future of the Vale School	[Vale] I can see the advantages of working closely with an innovative Multi Academy Trust, who tailor their support according to the needs of the school and community.

The text of the letter from the Haringey Sixth College, referred to above, is set out in paragraph 3.7 below.

Views of other respondents

	No	Yes
Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	0	2

Please explain the reasons for your answer: Are there any other comments that you would like to make?	Response from local parent of student not attending NPCS saying "Yes" (2)
Summary of comments about joining Aldridge Education and impact on standards, and outcomes	Respondents think the school will do better and one points to the other Aldridge schools being on the same journey whilst the aims are ambitious
Individual comments about joining Aldridge Education and impact on standards, and outcomes	[Self-description- Parent of local pupil not attending Northumberland Park Community School] I think it's about choice and supporting the school to do better [Self-description-School Contractor who is unlikely to be retained under the proposal] The potential benefits are huge for all stakeholders and particularly for pupils and staff (both at NPCS and in the other AE schools). The AE MAT appears to consist of schools of a similar current Ofsted status to NPCS who are on a similar journey of improvement. Collaboration, here, offers the potential for greater, faster and wider success. The stated aims of the AE MAT are clearly ambitious and represent significant "wins" for pupils and in turn the local community
Individual comment about the community and character of the school	[Self-description-School Contractor who is unlikely to be retained under the proposal] Although the Foundation is well established, the MAT is relatively recent and thus NPCS has an opportunity to influence its establishment and ensure that local needs are catered for.
Individual comment about staff security, conditions of service, staff retention and union representation issues	[Self-description-School Contractor who is unlikely to be retained under the proposal] I fully acknowledge the concerns that have been expressed to date (they are commonly raised) and hope that the Trustees are able to give guarantees at the outset that meet these concerns. I note that the CEO's pay is currently modest when compared to the pay of other CEO's of similarly sized MATs which should mean that there is more investment in supporting the schools of the MAT.

Q4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):

Percentages	Academic success	Good teaching	Aspirations and expectations of students	Preparation for college and the world of work	Care and support arrangements for the well-being of students	Special Education provision	Good behaviour expectations	Visits and other enrichment activities	Community Activities	Arts / Sports	Parental/stakeholder involvement
Staff Responses from those saying "No" (33)	52	91	73	55	61	36	58	6	12	15	6
Staff Responses from those saying "Yes" (24)	67	83	79	42	58	13	63	25	13	8	17
Parent Responses from those saying "No" (5)	40	60	40	60	40	0	60	40	40	60	20
Parent Responses from those saying "Yes" (12)	58	83	58	67	58	33	58	0	8	8	33
Student Responses saying "No" (1)	0	100	100	0	100	0	100	0	100	0	0
Student Responses saying "Yes" (5)	60	100	60	60	80	0	60	20	40	0	20
Other institutions Responses all saying "Yes" (5- 1 of 6 did not complete questionnaire)	60	100	80	100	60	60	40	0	0	0	0
Other responses Response saying "Yes" (2)	100	100	0	0	100	50	0	0	50	0	0

Q5 Are there areas of the school's work that you would like to see strengthened?

Views of staff

Are there areas of the school's work that you would like to see strengthened?	Staff Responses from those saying "No" (33)
Academic Success (8 - 24%)	Academic Success Attainment Academic success especially in English Academic success is (as always), a work in progress, especially with the new curriculum changes Academic success academic success The academic achievement of our students and the encouragement of students to become more independent and self-motivated learners. Academic success
Improving Teaching and professional practice(9 - 27%)	Sharing of practice and resources. Cross-collaboration and more communication between departments Consistency across staff Good teaching More mentoring or TA support given to students in all year groups not just in Year 11. Share good teaching practices more with a focus on sharing and coaching as opposed to monitoring and observing More permanent staff - terms and conditions better all round than temp/support staff for many reasons. More permanent staff for SEN department; It benefits all areas: students support team work etc. Consistency within whole school Consistency within whole school
Curriculum issues and values (4 – 12%)	Whole school literacy to adapt to the increasing demands placed on students because of the changes to GCSE. Offer curriculae and options for students of all abilities (many of the less able should not be sitting GCSE exams where they could instead be learning skills at the appropriate level that will help them have a successful and independent life after school The arts. In the current government attitude of cutting funding to arts I think it is very important we maintain a heavy focus on arts as they are essential for creating well rounded pupils and can have a very therapeutic effect on young people. Reinforcement of secular values of the school. Better acceptance of sexual identity and transgender choices made by students
Preparation for the world of work (1 – 3%)	We could also work from earlier on preparing students for the world of work and
SEN (6 – 18%)	I also think it is very important for NPCS to have a strong permanent SENCO and a large SEN department. More focus on celebrating success of EAL/SEN students e.g. not just celebrating highest achieving GCSE results but progress for some an 'F' is a huge success SEN provision SEN SEN Special Education provision
Student Behaviour (1 – 3%)	Student behaviour
Parental involvement (2 – 6%)	Parental involvement More parental involvement

Community issues and enrichment (3 – 9%)	Links with Spurs and other sec schools in Haringey
	Community involvement
	Visits and other enrichment activities;
Admissions and reputation (1 2%)	Attract MAP and become a desired school in Haringey,
Staff Well-being (7 – 21%)	Provision for mental health and wellbeing
	Politeness and good manners throughout the school
	I consider every single member of staff a professional and I believe that they are doing their job outstandingly. I would like to suggest that the SLTs and the Headteacher show more concern regarding all staff Health and Well-being, respect for all and create a supportive work environment.
	The well-being of staff. All staff need to be treated with the respect they deserve
	Respect for all staff and students from SLT, compassion and emotional intelligence by SLT, a governing that holds the head teacher and SLT to account when needed, consistency and equal opportunities with removal of nepotism and job creations
	Better communications between staff and SLT; not feeling threatened or intimidated by staff/SLT or senior staff
	Better communications between staff and SLT; not feeling threatened or intimidated by staff/SLT or senior staff

Are there areas of the school's work that you would like to see strengthened?	Staff Responses from those saying "Yes" (24)
Academic Success (9 - 38%)	I would like to see a continued rise in the quality of teaching and learning in the school. I have seen standards raise steadily during the last 5 years and I will be keen to see these continue to rise
	Attainment in English & Maths
	Attainment
	Attainment
	Student attainment
	Student's attainment
	Academic success
	Continue to improve high expectations for all students - why there are none. Standards of attainment
	Increasing student attainment at KS4
Improving Teaching and professional practice(3 - 13%)	Good teaching/teachers
	Consistency of teaching
	Consistency of good teaching
Curriculum issues and values (2 – 8%)	Real improvement in factors that create academic success. School wide adoption of reading s they to exam skills.
	Sports activities
Preparation for the world of work (1 – 4%)	Preparation for the world of work
SEN (1 – 4%)	Special Education provision and consistency in assessing the needs of students
Student Behaviour (2 – 8%)	Behaviour systems and policies
	Consistent behaviour policy across the whole school (parity of expectations in all classes).
Parental involvement (1 – 4%)	Improve translation of the day-to-day documents with the key languages spoken within the school i.e. Somali, Turkish etc.
Admissions and reputation (1 – 4%)	I also think that we have an opportunity to improve our reputation as a school in the wider community.
Unions (1 – 4%)	Unions working more with the school than trying to undermine its success by seeking to undermine the head teacher
Partnerships (1 - 4%)	Partnership with other schools

Views of Parents

Are there areas of the school's work that you would like to see strengthened?	Parent Responses from those saying "No" (5)
Academic Success (2- 40%)	Homework and more encouragement for the top set of children, I do not believe you push them enough. Everything is better and excellent and also improving more every year. For this, there is no need for academy, NPCS should be and stay as it is
Improving Teaching and professional practice (1 – 20%)	Also teachers that were brought up in Tottenham
Staff Well-being (2 - 40%)	Teacher morale, Teacher's morale to be strengthened and good quality teachers to be employed.

Are there areas of the school's work that you would like to see strengthened?	Parent Responses from those saying "Yes" (12)
Academic Success (3- 25%)	Academic success I would like to see maths and English strengthened Home work
Improving Teaching and professional practice (2 – 17%)	Continuity of teaching when other teachers are off Good teaching/teachers
Student Behaviour (1 – 8%)	Respect
Community issues and enrichment (2 – 17%)	After school clubs More computers should be added to the library; Out of school trips for educational purposes; More sports activities after school club
Student Safeguarding (2 – 17%)	Safety of pupils Security
Food (1 – 8%)	The food in the canteen is worse than before
Environment and Facilities(1 – 8%)	The look of the school from the inside and outside

Views of Students

Are there areas of the school's work that you would like to see strengthened?	Student Responses from those saying "No" (1)
Student Behaviour (1 – 100%)	Not being tough on people how come late and people who come to school wearing the wrong uniform or that come school with trainers I think we should be allowed to wear black trainers to school and referral .For example being sent to referral for stupid reason like leak of equipment and chewing gum.

Are there areas of the school's work that you would like to see strengthened?	Student Responses from those saying "Yes" (5)
Curriculum issues and values (1 – 20%)	Homework (more)
Student Behaviour (1 – 20%)	Stricter on children, behaviour, bigger punishment and rewards according to pupils/behaviour
Facilities (2 - 40%)	There should be bigger corridors for placing lockers Changing rooms...better ventilation

Views of other education institutions

5. Are there areas of the school's work that you would like to see strengthened?	Other education institutions responses from those saying "Yes" (5- 1 of 6 did not complete questionnaire)
Curriculum issues and values (3 - 60%)	[ADA National College for Digital Skills] ADA would like to support the school to increase the quality of Computer Science teaching and digital skills provision more broadly
	[Vale] The already strong partnership with Vale School enables students from both schools to benefit from working and socialising together and learning from each other. There are always ways of improving and strengthening the partnership further, which could support NPCS SEN provision as well. I am pleased that Aldridge addresses the partnership in their open letter and therefore am encouraged that we will continue to work together, whatever your status is.
	[College of Haringey, Enfield and North East London] Careers guidance and information about apprenticeships.

Q6. What do you want to make sure is retained in how the school currently works?

Views of staff

6. What do you want to make sure is retained in how the school currently works?	Staff Responses from those saying "No" (33)
Student progress (1 – 3%)	Students general progress
Quality of teaching and professional support (3 – 9%)	Quality of teaching Good staff - keep them at all costs. Good staff that show a better level of empathy for our students
Ethos (9 -27%)	Support for of the students The sense of community within the school and the relationships that students have with teachers. The sense of fun and excitement that is prevalent here and the enjoyment that students get out of being at school. Diversity of community (staff and students, links with the Vale The same levels of empathy for our students. Most of them from a difficult background Respect from our parents. Respect for the cultural diversity. Continue to be inclusive and supportive of all of our students Respect for our parents; respect for the cultural diversity; to continue to be inclusive and supportive of all our students. Staff commitment to our students Understanding and care for our particular students who are very diverse and often have many problems which our school recognises and supports them with. Diverse staff with social commitment Ethos of community school; the sort of students we currently teaching including SEN, EAL, multi-cultural
Work related opportunities (1 – 3%)	Careers based education/opportunities that students receive.
SEN and EAL (4 – 12%)	The SEN support it provides towards its students Large EAL department Support for our SEN students Support for all SEN students
Pastoral care (1 – 3%)	The good level of pastoral care that students receive
Behaviour systems (3– 9%)	The behaviour system - in particular the referral room and RC Behaviour policy with referral room Rewards and behaviour policy
Enrichment (2 – 6%)	Providing our students with a variety of enrichment opportunities Enrichment activities
Community role (1 – 3%)	Its connection with the community
Support systems (2 – 6%)	Support systems in place via admin, pastoral and site team.
Parent and staff communications (3 – 10%)	The staff voice should continue to be listened to. Parental involvement is rather good, too. Students' parents are well informed and encouraged to be involved. To value staff voice!

Terms and conditions (8 – 24%)	Staff rights
	Structure of departments; Working hours; Directed time allowance; Union recognition; Workload deal
	Terms and conditions for staff and a commitment to the reduction of unnecessary workload
	Number of hours on the timetable
	Terms and conditions to be the same
	Terms and conditions to be the same
	Staffing structure; Rights and responsibility of staff
Status (5-15%)	Pay and conditions of staff - all staff
	Local authority control
	To remain a community school under Haringey
	Not become an academy, teachers' terms and conditions will be worse off than with an academy trust. They have very poor record in treating staff.
	LEA
	LEA

6. What do you want to make sure is retained in how the school currently works?	Staff Responses from those saying "Yes" (24)
Ethos (15 -63 %)	The positive ethos and aspirational students
	Community spirit and dedication to students
	Its beautiful community spirit
	Community spirit
	The heart and soul
	The passionate teachers. The friendly, open-minded students
	The 'family vibe' between staff and students
	Cohesive staffing
	The community ethos of the school
	The individualness of the school
	Ethos
	Support for the head teacher and the drive and commitment she engenders
	Our community spirit and the 'family', friendly atmosphere that we currently have. Although some of these are intangible they are areas of importance to me and I would hate to see NPCS lose its 'identity'
Ethos	
The community feel and ethos	
Curriculum (1 – 4%)	Sporting facilities but upgraded and increased importance placed on lesser pushed subjects.
Pastoral care (2 – 8%)	Our House system
	The pastoral system
Behaviour systems (1 – 4%)	Our behaviour policy
Community role (1 – 5%)	The community aspects
Support systems (1 – 5%)	Systems

Views of parents

6. What do you want to make sure is retained in how the school currently works?	Parent Responses from those saying "No" (5)
Everything (5 -100%)	Everything
	it stays the same
	Everything to stay the same.
	There is nothing to retain because we don't want to become an academy. NPCS is excellent enough the way it is being none. It's better for students and parents feel it's excellent for their children. So please hands off academy.
	Leave this School as a school not academy

6. What do you want to make sure is retained in how the school currently works?	Parent Responses from those saying "Yes" (12)
Student progress (1 – 8%)	Keep the same level of education
Everything (1 – 8%)	Everything
Ethos (2 – 17%)	Ethos
	The overall care and support that the teachers give to my child
Behaviour systems (1 – 8%)	Discipline
Systems (1 – 8%)	The system because the school is below national average in success
Community role (3 – 25%)	Facilities and community workshops
	Community like swimming etc.
	I would like to keep the swimming pool
Parent and staff communications (1 – 8%)	Parent evenings continued
Support systems (1 –8%)	The catering systems

Views of students

6. What do you want to make sure is retained in how the school currently works?	Student Responses from those saying "No" (1)
Everything (1 - 100%)	Keeping everything the same
Behaviour systems (1 - 100%)	Except for some rules like being allowed to chew gum and not changing the fact we are allowed to use our phones outside lesson time only at break and lunch times because due to us being connected with a different school the same rules and activities may not apply

6. What do you want to make sure is retained in how the school currently works?	Student Responses from those saying "Yes" (5)
Ethos (1 - 20%)	The support they give to students but more stronger.
Curriculum and facilities (2 - 40%)	Swimming pool technology department and computer science places After and before school breakfast, a lot of activities for children, help for students if they need any.
Behaviour systems (1 - 20%)	The school hours/times

Views of other education institutions

6. What do you want to make sure is retained in how the school currently works?	Other Education institution Responses from those saying "Yes" (5- 1 of 6 did not complete questionnaire)
Quality of teaching and professional support (1 – 20%)	[Fortismere]The Headteacher and her team!
Ethos (1 - 25%) Curriculum and facilities (1 – 20%)	[College of Haringey, Enfield and North East London] The strong local community focus and sense of aspiration.
Partnership (2 – 40%)	[ADA National College for Digital Skills] The strength of the relationship with ADA that already exists. E.g. Year 10 students visiting ADA to provide feedback on Ada's student work and post-16 progression pathways. To continue the excellent relationship and links with Lea Valley Primary. To strengthen our links, in particular around STEM and Science
Terms and conditions (1 – 20%)	Conditions and pay not to be altered for teachers. Workload " particularly with expectations for marking

3.7 Three responses have been received by letter.

Views of trade unions

The text of the joint letters from four of the recognised trade unions is set out below:

“Joint Union Response to Consultation under s5 Academy Act

We the undersigned wish to register our concern and opposition to the proposed transfer of Northumberland Park Community School to Aldridge Education, a multi-academy Trust.

We are in principle against the government’s program of academisation as we believe that as a public service, the education of our children should remain within the responsibility and control of local authorities. We believe the transfer of our schools into private control represents an attack on local democracy and will only result in a fragmentation, segregation and inequality.

In Northumberland Park the situation is exacerbated by the highly contentious ‘Haringey Development Vehicle’ – which, if it goes ahead, will see the demolition of local housing estates and significant disruption of the local community for a number of years to come. Whilst Mike Clayden was keen to play down the possibility of a reduction in pupil numbers, he admitted that ‘no-one knows’ what will happen – so how can the local community make informed decisions in such an environment?

This public consultation opened on 27 February, although the Unions did not receive the paperwork until a few days later as the school chose to send them out in hard copy rather than use email. It is due to close on 31 March. We believe this is an inadequate length of time given the complexity of the situation. Consultation has been conducted by a single meeting each for staff, Unions and the public, along with a questionnaire. We believe this is tokenistic with no genuine intention to engage in meaningful dialogue. At joint union consultation meetings held on 15 March, we made a number of requests for further information about the decision-making process, the circumstances leading to selection of Aldridge Education, and the terms and conditions of staff working in their schools - none of which have been responded to adequately or at all to date. As a result of this information not being made available to unions we would like to formally request an extension to the consultation period which would allow us and our members to engage in consultation from an informed position.

Whilst there is no statutory requirement for consultation under the Academies Act to take a specific amount of time, there are a number of well-established principles in case-law around the requirement for *adequate information* to be provided, *adequate time* given to respond – and the requirement for any such response to be *‘conscientiously’ considered* by the decision maker. R v Brent LBC ex p Gunning (1985) 84 LGR 168. Furthermore if the information provided is incorrect or misleading, or does not give the true reasons for putting forward the relevant proposals, this may also constitute a sufficient flaw in the consultation process to lead to the quashing of the decision via Judicial Review. The joint Unions will be seeking legal advice on this possibility as we believe this consultation exercise to be fundamentally flawed.

- 1) We do not believe that the proposed academy transfer is in the interests of our existing pupils, because:
 - a) There is no evidence at all that Academies improve outcomes for students as a result of conversion. Even Schools minister Nick Gibb has conceded this point when he said “This government does not believe that all academies and free schools are necessarily better than maintained

schools.” Indeed, Northumberland Park has higher Progress 8 scores currently as a community school than the Aldridge trust has achieved in any of its Academies to date. In fact in the Sutton Trust report “Chain Effects”(2016) which reviewed how well disadvantaged pupils achieve in Academy Chains found that the Aldridge Trust were one of the eight chains where attainment and improvement were well below the mainstream average

- b) The glossy Aldridge brochure is not representative of the reality of the picture across the trust, particularly in relation to the claims that Aldridge would be best placed to move NPCS forward in terms of pupil attainment and achievement. For instance, there is no mention of the Isle of Portland Aldridge community Academy which has been placed into special measures and issued with a warning notice. The latest Ofsted report judged the school as inadequate in every area and stated explicitly that: *“Senior leaders have to receive adequate support from the academy sponsors to enable them to improve teaching and learning, and raise achievement.”* This Ofsted report followed hot on the heels of the October announcement from Aldridge that: *“we would be standing aside as sponsor of [IPACA on Portland, Dorset](#), following agreement that the school needed the support of a multi-academy trust with more resources locally than we could deploy as we do not have a cluster of schools in the South West.”*
 - c) Likewise, Aldridge does not have a cluster of schools in North London. Whilst they have made assurances that they would be able to provide school improvement services, teaching expertise etc. in Haringey, as a single school cluster it is hard to see how this could be achieved. If Aldridge fail to expand in Haringey, we are very concerned that NPCS may end up in the same situation as Portland.
 - d) We also believe that the school’s leadership and governing body have been exaggerating the financial advantage of academisation. During a consultation meeting with Support Staff Unions Aldridge and the Chair of governors were asked to confirm whether the act of Academisation would generate a single penny in new money, both parties confirmed this was not the case as there were no longer any additional funds offered to Academies as compared to maintained Schools. Nearly all school services are now traded and schools have autonomy to sign up to the services they feel best meet their needs and budget. This freedom would be lost as these key financial decisions would be devolved to Aldridge. This is heralded as key to exploiting economies of scale through the Trust but we dispute the financial impact of this, particularly given the dire projections for future pupil funding under the proposed National Funding Formula, which will disproportionately impact upon schools which have traditionally received a high rate of funding connected to deprivation factors. We doubt the ability of the Aldridge Academy Trust to navigate the financial turmoil that currently threatens to engulf schools like Northumberland Park if the proposals go ahead.
- 2) We do not believe that the proposed academy transfer is in the interests of our staff because:
- a) Academies are private employers who are not bound by national terms and conditions. They are free to set their own terms and conditions for staff not protected on TUPE. This is likely to create a two-tier workforce, and over time see the erosion of pay and conditions. We are particularly concerned erosion of the commitment to the London Living Wage (which is currently enshrined in terms and conditions as a result of the School’s status as a maintained Community School) and repeated attempts to seek assurances in this area have been met with silence.
 - b) While Aldridge have indicated a continued commitment to National Terms and conditions for support staff it needs to be recognised under the NJC Agreement these are not completely determined nationally, in NPCS (in common with other Community Schools) these are supplemented and improved by local negotiations held with the local authority/Schools Consultative Group. These local negotiations have resulted in conditions

which are in excess of those determined nationally so a commitment to retaining National Conditions of service will in no way remove our concerns.

Our experience in the majority of Academies is that whilst lower paid staff see wages and conditions fall the higher paid staff enjoy higher wages.

- c) TUPE protection is limited – an employer can now rely on Economic, Technical or Organisational reasons to vary terms and conditions. It is also common to use a 'restructure' to move staff onto new contracts. The recent Alemo-Herron Judgement and amendments to the regulations in domestic legislation created a static not a dynamic approach to future improvements negotiated by predecessor negotiating bodies. In other words TUPE does not guarantee future access to improvements negotiated.
- d) Academies can set their own curriculum and do not have to employ qualified teachers. This is likely to drive down professional standards and teachers' pay.
- e) Whilst continuity of service is maintained for the purposes of redundancy pay, if an employee moves from the academy back into local authority employment they will need to accrue a further 2 years employment for other employment rights, such as protection from unfair dismissal etc.
- f) Given the potential for disruption to the school population - and thereby funding - due to the HDV, we doubt Aldridge's ability to redeploy staff in a practical manner should it be needed, given that their nearest academy is in Kensington, and their next nearest in Brighton.

Conclusion

For the above reasons, we the undersigned believe this is the wrong move at the wrong time. The proposed redevelopment of the area is creating huge uncertainty over what the population in the immediate surrounding area will look like in the future. We fear that there is a very real risk of falling pupil roles in the short term as the local estate is decanted and demolished. We are also concerned about the make-up of any future housing in the area and the viability of that housing in sustaining a secondary age school population large enough to ensure the long-term future of the school. We note that the council have committed to redeveloping the school and have allocated significant funds to this aim which are NOT contingent on any academisation being sought.

We also have reason to believe that the education landscape in the Northumberland Park ward could be dramatically altered by the potential addition of an all through academy at St Paul's and all Hallows as well as the proposed PAN alterations across other Haringey Schools. It is our view therefore that that the interests of both staff and students are better protected by staying within the Local Authority family of schools where there will be the ability to better accommodate fluctuations in pupil numbers and staffing. Furthermore, we are concerned about the stated intent of Aldridge to form a cluster of schools in Haringey as this may represent a threat to other community schools currently under local authority control. It is our view that the expansion of academisation within Haringey would only represent a further erosion of our state education system, a decline in educational standards for pupils and erosion of terms and conditions for staff.

Yours sincerely

Julie Davies

Ed Harlow

Sean Fox

George Sharkey

Lisa Crivello

NUT

NUT

UNISON

GMB

ATL"

Views received from Chair and Principal of Haringey Sixth Form College

The text of the letter received is set out below.

Dear Monica

Re: academy consultation

We would like to support the proposal that Northumberland Park converts to an academy as part of Aldridge Education multi academy trust.

The reasons given in the consultation papers seem very sound and there appears to be an excellent fit between the ethos and aspirations of the school and the trust.

We hope very much that you gain the approval to go ahead, particularly for the benefits expected for our local young people.

We also look forward to a continuing productive partnership between Northumberland Park and Haringey Sixth Form College.

With our very best wishes



Jean Fawcett
Chair of Governors/Directors



Russ Lawrance
Principal

Headteacher: Clark, Emma; Education Officer: Fawcett, Jean; Director: Fawcett, Jean; Director: Fawcett, Jean; Director: Fawcett, Jean

Email received from the Acting Chief Executive of London Borough of Haringey

“Dear Monica

Thank you for the consultation documents regarding Northumberland Park Community School’s proposal to join the Aldridge Trust.

As has been made clear in the attached statement of Haringey values, the Council’s over-riding objective will always be to ensure all our children can benefit from outstanding education. That is the litmus test by which we will judge any school’s proposal to change its governance.

Where the rationale and evidence base is clear that converting to academy status will indeed support that objective of providing more Haringey children with an outstanding education, then we will support you embarking on such changes.

I am therefore heartened to understand that your school is using exactly these shared values to drive your consultation and your decision-making process. And I am particularly pleased that both the school and the Aldridge Trust have stated so clearly their support for the ongoing co-location of The Vale School that makes the Northumberland Park campus such an inclusive one.

Regardless of the outcome of that process, and of your future governance status, we very much hope that Northumberland Park will remain an active part of the Haringey family of schools, and continue to support these shared values. As you know we have been working closely with all schools for some time now to ensure that there is a sustainable schools-led vehicle for school improvement in Haringey - regardless of changes in central government funding and policy. For that work to be successful we want all schools to play a part - primary, secondary, special, community, VA and academy.

Our continued partnership is also particularly important in the context of the regeneration of Tottenham, which the school is of course very much at the heart of.

Zina

Zina Etheridge
Acting Chief Executive

“Statement of Haringey values for schools considering academy status

Some headteachers and governors have requested direction on Haringey council’s policy position with regard to both academies and MATs. The Council’s over-riding objective will always be to ensure all our children can benefit from outstanding education. That is the litmus test by which we will judge any school’s proposal to change its governance.

Where the rationale and evidence base is clear that converting to academy status will indeed support that objective of providing more Haringey children with an outstanding education, then we will support schools embarking on such changes.

We are rightly proud of what the Council and Haringey schools have achieved together in recent years. Our children's education outcomes have risen from below national averages to above them; and all of our special and secondary schools and 94% of our primary schools are now rated good or better by Ofsted.

Regardless of the governance status of individual schools, we are determined to maintain a collaborative model of partnership working between both the Council and schools, and between individual schools and MATs across the borough. We believe that partnership approach has been key to our recent improvements and successes.

We also believe that we have a common set of values in Haringey that have enabled and empowered that partnership. We would therefore encourage any school considering academy status to confirm its ongoing support for these values:

- An unambiguous commitment to comprehensive and inclusive education open to children regardless of ability or background
- Uncompromisingly high aspirations and expectations for *all* pupils, with particular regard to those with SEND and Looked After Children
- Being an active partner in the local Haringey community of schools, committed to sharing and developing outstanding practice
- Delivering a broad and balanced curriculum which is designed to ensure all pupils have the skills required to meet employment needs of the future
- If joining or establishing a Multi-Academy Trust (MAT), a clear track record within that MAT of supporting other schools to improve
- Supporting the closure of achievement gaps between Haringey children – geographic, ethnic, and social
- Continued parental representation on governing bodies and trust boards
- Any proposed structural or governance changes should be demonstrably financially viable and sustainable
- Fair and equitable employment conditions for school staff, including recognition of trade unions and collective bargaining

Rory Kennedy

Assistant Director of Schools & Learning"

3.8 A summary of questions from the various consultation meetings and the responses published.

3.9 This is set out below. The notes of the consultation meetings are set out in Appendix A.

Collation of all questions asked during Consultation Meetings	Issue	Response
What dialogue has Aldridge Education had with the Local Authority?	a	Aldridge Education has discussed the possibility of NPCs joining the Trust with the Local Authority and received support for this.
Aldridge Education links with Capita, is there conflict of interest?	a	No. Aldridge Education is a stand-alone organisation and does not have links with Capita. Sir Rod Aldridge retired from Capita in 2006.
How much is CEO paid?	a	In a range between £140,000 - £160,000
<p>Basis of Proposal The proposal to convert to academy status as part of the Aldridge Education MAT has come from a long consideration of local and wider options for development. At the end of this process the governing body had concluded that the school needed a better support framework for its developmental needs than the local authority with its much reduced resources was able to sustain, that there were no viable options for local collaboration and development that were or were likely to become available in the near future and that of the options for joining MATs interested in developing further in the London area, Aldridge Education seemed the best fit with the school's needs and ways of working. The final choice of Mat was a difficult one and was reduced to consideration of ARK and Aldridge Education. ARK has an impressive record of improving achievement for many of its schools however, the governors felt that the new Aldridge Education organisation also had an impressive record for schools like ours and a better fit with our way of working. Whereas Ark has an expectation of adoption of its specific models of curriculum delivery, conditions of service and working days, Aldridge Education seeks to work with existing successful approaches in its schools and to identify and support the needs to further development. Both organisations had good scope for supporting the school through regeneration but Aldridge Education had a particular synergy with the school's commitment to its community role and in its support for aspirational entrepreneurial development.</p> <p>The School has consulted closely with the Local Authority and the Regional Schools Commissioner at the DFE during its consideration of the options for its development. Both are supportive of the proposal that the governing body chosen. The Council has issued a strategy paper on its expectations of schools joining MATs and the proposal now made complies with this. The Council has indicated that it wants to continue to work closely with the school and the governing body has indicated that it is its and Aldridge Education's intention to continue to collaborate with the local authority as part of the local family of schools. The text of the consultation document and statements about the Council's position were cleared with the Council before publication.</p>		
What two options were considered by the Governing Body and why was Aldridge Education chosen?	b	See above basis of proposal
What is Haringey's line on this?	b	See above basis of proposal
What is the timeline on academisation? What is the timeline? When will the school become an Academy and when will it take place?	b	The outcome of the consultations will be considered after Easter. If the proposal is approved and progressed the next step would be a TUPE consultation and then following completion of this it is expected that conversion would take place by September 2017
Why is there a need to academise at all and what are the implications on the regeneration project?	b	The reasons are set out above and in the consultation document. The governors consider that Aldridge Education will bring additional support and expertise to ensuring the best possible outcome from regeneration. The school and the local

		authority are committed to continuing to work together if the school becomes an academy.
Is there a document available which looked at all the options the Governing Body considered?	b	See the section on staffing issues.
Why is the school, as a valuable resource, at a critical time, about to transfer from the local authority to a private organisation?	b	Academy Trusts which are Charities are able to use the premises and resources of the schools they run only for education purposes as part of the public education system. The terms on which any conversion will that place will leave scope for the school to move into new premises as part of the regeneration scheme if it goes ahead. Aldridge Education, the school and the Council share a common wish that the school forms a central part of a successful regeneration of the locality and helps make it a popular and attractive place for families to live. The freehold of the land will remain in public ownership with a lease being granted to the Trust.
Have discussions been had with the Regional Schools Commissioner regarding this proposal?	b	Yes. The initial suggestion to look at joining a MAT came from the Regional Schools Commissioner.
Has due diligence taken place?	b	Yes. Initial checks were made before publishing the proposal and both Aldridge Education and the school are continuing to work on detailed reviews which will be reported back before any final decision is made.
Why are we becoming an Academy?	b	See above basis of proposal
Why has the school chosen Aldridge?	b	See above basis of proposal
Will the uniform change?	b	Consideration is being given to uniform and some changes may be made but there will be no additional cost to parents.
The school needs to change its image as it is viewed negatively in the community.	b	We are aware that although perception of the school is changing there remains a legacy in the local community. This is an opportunity to address that. The governing body believes that the additional support that Aldridge Education can bring should further enhance the school's popularity and help it reinforce its position at the heart of its community whether or not regeneration takes place.
<p>Consultation Process The governing body will consider all responses to the consultation in full before deciding whether to proceed with the proposal. The consultation arrangements are fully in accordance with the DFE's guidance and the law. The consultation documents were sent to parents, staff, unions and identified community stakeholders as well as being discussed with students in assemblies. The consultation was also advertised on the front page of the school website and a press release was sent to the Local Authority press office. Participation in the consultation has been comparable to that previously conducted by the school on academy status and that by other schools in the locality.</p>		

<p>Why were the unions not allowed to attend the staff consultation meeting on Monday 13th March and why are separate meetings being held for teaching staff and support staff unions?</p>	<p>c</p>	<p>As is usual practice in these kind of consultations separate meetings were arranged to permit members of staff to express their views and separate meetings were arranged for support and teaching staff unions in case they wished to explore in depth particular issues affecting their members. The staff meeting was only for staff with specific union meetings following only two days later, as such it was not deemed appropriate for paid union officials to attend the staff meeting as well. Elected staff union representative were not excluded and did attend. It is noted in relation to potential TUPE consultations that the unions would prefer one meeting for teaching and support staff unions</p>
<p>When the analysis of the consultation is to be published?</p>	<p>c</p>	<p>The governing body will consider the response to the consultations after Easter and the report and outcome will be published. The decision on whether to proceed and initiate a TUPE consultation will be made by the end of April 2017.</p>
<p>When would the Governing Body make their final decision?</p>	<p>c</p>	<p>The governing body will consider the response to the consultations after Easter and the report and outcome will be published. The decision on whether to proceed and initiate a TUPE consultation will be made by the end of April 2017.</p>
<p>Is the process was a done deal?</p>	<p>c</p>	<p>No, consideration as to whether to progress the proposals will be made and determined in the light of the consultation responses and the outcome of due diligence processes.</p>
<p>Would any consultation analysis include anonymous replies?</p>	<p>c</p>	<p>Yes</p>
<p>Would comments be included in the consultation report?</p>	<p>c</p>	<p>The report on the responses to the consultations will include a commentary.</p>
<p>What is MCL's role in the process?</p>	<p>c</p>	<p>MCL has been engaged by the Governors as a consultant for the process as he has guided other schools through academisation and knows the school well.</p>
<p>Can the unions see the options papers that the Governing Body used to decide on Aldridge Education as the preferred Trust?</p>	<p>c</p>	<p>The unions have been told that they will be given the information to the extent that it does not breach confidentiality of other parties which have been parties to the governing bodies various explorations of options.</p>
<p>It is a concern that there are not many people attending the open meeting, did the message get out to the community?</p>	<p>c</p>	<p>It would have been good to see more of the community at the meeting however all we can do is tell people about the meeting and encourage attendance. A press release was sent out with all of the consultation dates, the website information contains the dates, all parents were both written to and texted to remind them, staff were written to, leaflets were sent to local civic places such as the libraries etc. and outlined what had been done to promote the event. A community meeting of over 100 people at St Pauls & All Hallows on Monday</p>

		regarding regeneration mentioned the open meeting and attendees were encouraged to attend the school meeting.
Entrepreneurship		
The school has a history of innovative work to develop entrepreneurial skills in students and to extend their experience and understanding of the world of work and their aspirations. Aldridge Education shares a passion for such developments and is one of the benefits for joining Aldridge Education.		
Can you give specific examples of entrepreneurial spirit working in practice?	e	See Aldridge consultation literature
Funding		
Academies are funded at the same rate through Government grant aid as other schools. Aldridge Education expects the costs of its schools education provision to be met from this funding supplemented by any funding the school may raise additionally locally from its services and lettings provision and local grants etc.		
The associated Aldridge Foundation and the Founder's private funds have provided to its schools substantial additional funds for extension activities and facilities particularly in furthering work in the community and to promote entrepreneurial extension activity.		
Aldridge Education retains 5% of its schools budgets centrally which is spent in part on centrally managed services replacing more cost effectively support services and resources than can be achieved by individual schools. The majority of the funding supports improving achievement services agreed with each school in accordance with its development plan and the monitoring evaluation undertaken by Aldridge Education. These services may be delivered centrally or through cluster arrangements. The governing body of Northumberland Park Community School is exploring the detail of these arrangements to assess that the arrangements are equitable and supportive to the needs of Northumberland Park Community School in making further progress. One of the elements of this consideration is the arrangements to be put in place pending the growth of a cluster of schools in the locality.		
Aldridge Education is committed to development of an internal market where successful expertise in particular areas in individual schools can be marketed to others for mutual financial advantage the efficiency gains.		
How much money would NPCS have to pay into a central Aldridge pot? How much will Aldridge Education retain centrally from the school budget? Will Aldridge Education put any money into the school or will the money received remain the same and the gain is support for school improvement?	f	This is subject to negotiation, particularly in the first year as the school does not have a cluster, however the current working assumption is 5% top slice of General Annual Grant (GAG) income. The school currently pays a dedelegated sum to the Local Authority for services and buys in school improvement services. The top slice would replace the need for these.
If there is no additional funding for being part of a MAT, other academies have coped with this via staff cuts and changes in terms and conditions	f	There are no planned staffing reductions in relation to conversion and no changes in conditions. The school plans to work with Aldridge to ensure existing successful improvement initiatives are retained within a wider strategy for improvement. The wider funding cuts in education do however mean that we are constantly having to review staffing structures in relation to the budget we

		receive, this is quite apart from academisation and will continue.
Would there be any additional funding by joining Aldridge Education and what are the advantages?	f	See above section on funding.
Will Aldridge continue to support services? Does the money saved through shared services mean getting rid of office staff?	as	As indicated above Aldridge operates a number of services centrally which will reduce costs and support the work of schools. There are no proposals to make staff redundant as a result of conversion. It also has a policy of supporting the development of expertise in particular schools to support schools across the Trust. This may lead to increased employment opportunities in some areas. As now, there will be reviews from time to time to consider the best way to deliver the schools needs with the current support staff review underway separate to this process.
Is there an intention to centralise catering service contracts?	as	Not at this time.
What would happen if there was a power cut at the school?	as	Aldridge Education seeks to ensure that each of its schools has the capacity to resolve short term crises but if necessary its central development team would intervene to provide support.
<p>Governance and Cluster Development</p> <p>Aldridge Education is committed to continuance of a local governing body including parent and staff representation and to significant devolution of responsibility for devising and owning local strategy for improvement and management of resources to achieve it</p> <p>Aldridge's strategy for growth is through a controlled process of careful development focused around a limited number of localities. It wishes the north London area around the locality of Northumberland Park Community School to be one of these. It has not yet identified additional schools to join in the locality but has said it wants Northumberland Park Community School to be centrally involved and leading in developing a cluster of schools. There will not be an Executive Principal appointed until a cluster has been established.</p> <p>Aldridge Education has clusters already operating in the north east and south of England. They form mutual support networks and also deploy part of the centrally retained budget to provide locally required expert improvement services and to facilitate the development of cost effective sharing of local support services. They are managed by a committee of local cluster governors and principals.</p>		
How will NPCS retain autonomy whilst belonging to trust?	g	See above section on Governance and Cluster Development. Also Aldridge has repeatedly stated the belief and commitment that its schools are unique in their individual circumstances and should be treated in that light.

Is an Executive Principal planned for Haringey?	eg	See above section on Governance and Cluster Development
What will the level of delegation for the Governing Body be?	eg	See above section on Governance and Cluster Development
How would the cluster work in practice?	eg	See above section on Governance and Cluster Development
Which local schools Aldridge Education was looking at to joining the cluster?	eg	See above section on Governance and Cluster Development
<p>Improving Performance Aldridge has a wide variety of educational and improvement knowledge and experience to offer.</p> <p>Of the schools joining Aldridge Education from a background as sponsored schools from Aldridge Foundation all of them have improved or maintained standards with Aldridge with two of these schools being judged good for the first time in recent Ofsted inspections. Comparable schools such as DACA and BACA have achieved significant success in the last three years. In the case of DACA going from 34% 5 A*-C to 67% 5 A*-C. In the case of BACA going from 30% 5 A*-C to 51% 5 A*-C. Over a comparable period NPCS has gone from 42% 5 A*-C to 44% 5 A*-C.</p> <p>Chief Executive Chris Tweedale has previously held positions as Chief Executive of CfBT Schools Trust and UK Director of CfBT; Director of Schools & Young People Group in the Welsh Government; and as a Deputy Director at the Department for Children, Schools and Families (now the DfE). He was Headteacher at John Masefield High School, Ledbury, for seven years and, prior to that, Deputy Principal at Okehampton Community College, Devon. At CfBT Chris led a number of schools to Outstanding and knows what it takes to get them there.</p> <p>Education Director Andy Weymouth has extensive experience in senior leadership roles in central government, local government, national agencies, independent consultancy, universities, teacher training and schools. An Education Adviser/Broker for the Department for Education Andy also served as Chief Executive of East London Academy of Arts and Music and as an Associate Headteacher of the New Horizons Learning Centre / SGEOTAS (PRU) in Bristol. He has a strong background in school system improvement, pedagogy and publishing including scoping and developing reports, materials and resources for national dissemination and/or publication. A subject specialist in mathematics – Andy has taught extensively in schools, teacher training and universities up to Masters level – and a high level of data literacy. His work with the DfE as Education Adviser and Broker has encompassed responsibilities for Free Schools at various stages of development, Academy Brokerage and working with leadership teams in open academies where progress has stalled to secure robust school improvement systems and positive outcomes. He has also worked in the Office of the Chief Adviser on School Standards and as School Standards Adviser/Tuition Adviser/Effective Practice Team Adviser within the DfE.</p>		
What are the expertise that Aldridge Education have to offer?	p	See above section on improving performance
How can Aldridge Education make NPCS an outstanding school?	p	See above section on improving performance
What expertise can Aldridge offer English department?	p	See above section on improving performance

Many other Aldridge Education Academies have a Progress 8 score that is worse than NPCS – how can you help our results improve?	p	See above section on improving performance
Can you assure us that pupils not removed from exams, as were alleged to have happened in another Aldridge School?	p	This is an unproven allegation which was made about one of the Aldridge schools. The Headteacher the allegation was concerning is no longer at the school.
What evidence is there to support claims that the school will benefit from conversion?	p	See above section on improving performance.
Other MATs have build and development project teams – what have Aldridge done to work with the regeneration team?	p	It would not be appropriate for Aldridge to engage at this stage as the decision on whether to join them has not yet been made. Aldridge does have a team ready to assist if the decision is made.
Where are the school improvement team based?	p	In London, however they travel to all of the Trusts schools as required.
Do Aldridge Education have advisors for teachers?	p	Yes, see improving performance section above
Why should it be Aldridge and not the LA? Have the local authority (LA) been asked for assistance with the school's results?	p	The school has been working with the Local Authority constantly and continues to do so. Despite this results have continued to remain static. Governors feel the school needs fresh support and challenge to move things forward.
Would it be better to wait until after the July results, as currently no Aldridge Education schools are outstanding?	p	<p>By starting the process now the school could be ready for September. NPCS' results have not significantly improved or progressed over the last few years so there is unlikely to be a significant change this year. It is possible that the school could be forced to join a Trust based on their results in September if the school were deemed to be coasting, this is simply a potential however the school would rather have a say about which Trust to join than be forced with no choice in the event this happened.</p> <p>One significant benefit of choosing to move now is that Aldridge Education is a relatively new MAT and therefore NPCS can be involved in setting up processes and identifying the strengths of the school to assist the Trust whilst processes, procedures and policies are being created and designed. If we sit and wait then this opportunity may be missed.</p> <p>5 Aldridge Education schools are due for Ofsted inspections shortly and the Trust believes that at least one and possibly two schools will be outstanding following inspection.</p>

<p>Can Aldridge Education comment on The Guardian article, which states that pupil numbers in some schools dropped by 30% during the GCSE period?</p>	<p>p</p>	<p>This article is factually incorrect and the trust had put out a press release regarding this two weeks before hand but the Guardian had chosen not to use this and to state the trust had not commented on the article. 27 students in the year group of the school in question had left the school between Y7 and Y11, however none were permanent exclusions, 38 percent of these were lost within the first year of starting the school in Y7 as students won appeals and moved on to preferred schools which they had missed out on in the admissions process.</p>
<p>When looking at reports such as the Sutton Report, they state academies are no better than local authority schools and below average for students in deprived areas. Did Governors take this into account? Could the information in the Sutton Report be explained?</p>	<p>p</p>	<p>The data referred to was based on a sample of schools and not across all schools within Aldridge. It was noted that schools that Aldridge Education have taken on, were at a low start point with schools are in special measures in a number of cases and therefore the school improvement journey takes time.</p> <p>Governors did review the attainment, including Sutton Trust data and most Aldridge schools have increased by 15% to achieve national average. Governors have looked at the culture and values and noted how these align with NPCS. All these questions which have been asked regarding the performance of Aldridge have been asked of Aldridge Education and the information has been provided to Governors.</p>
<p>Regeneration</p> <p>The school has been working closely with the Council on the regeneration plan for the area. There is no certainty yet that the plan will proceed so the school must plan its future against all possible outcomes. The Council is aware of the school's proposal to become an academy and has indicated that it will continue to work as closely with the school as part of Aldridge Education. Aldridge Education share the school's commitment to remain at the heart of its community and to continue to support the close relationship with the Vale. Aldridge Education has considerable professional expertise and experience of redeveloping schools within their local communities as part of regeneration. The link with Aldridge Foundation expands the potential leverage on ensuring a continuing successful role as a community resource as well as developing as a successful and popular school.</p> <p>The Council has indicated that the basis for the regeneration includes a net housing gain of 4000 units with a larger proportion of family units. It has also guaranteed to local residents that they will have a home within the development area.</p> <p>The school has had preliminary discussions with the Council about possible nearby sites for rebuilding with the redevelopment area, and about ways in which its relationship with the Vale can continue and about possible ways that the school might develop to meet additional child demand for primary and or secondary places. There will be appropriate consultation on these issues as and when the proposals are sufficiently clarified but they do not form part of this consultation. The Council however has indicated that it supports this school continuing to be a successful and thriving institution throughout any regeneration process and a key part of establishing a successful</p>		

future community. No plans have been indicated that would prevent the school being able to operate on its existing site whilst rebuilding was taking place.		
How can converting to an academy assist NPCS's position in the regeneration project?	r	See above
With regards to the Development project there is only £18.3m budget from council – what is Aldridge Education's contribution?	r	See above. Any rebuilding proposal would also require national schools capital funding. The Council's contribution would not be dependent on the schools status.
Is there an expectation that the school would expand?	r	See above
Is there any intention for the school to become an all through academy?	r	See above
How far will the school move?	r	All plans suggest within the regeneration area.
How will the new build affect students?	r	A priority for the school is continuance of normal education at the present location pending completion of new buildings
Will students go to Harris Academy while the school is being rebuilt?	r	No. The school has been very clear that the only acceptable scenario is for a new school building to be ready to decant in to before the current building is demolished.
If a large number of students are relocated during the regeneration process, there is a concern that Aldridge Education would not be able to support the staff in this scenario.	r	This will not happen –such a scenario is in no one's interest.
<p>Staffing issues</p> <p>If the school becomes an academy as part of Aldridge Education, all staff contracts will be transferred to Aldridge Education on existing pay, terms and conditions. This means that staff will have the same conditions of service as now and will retain the same pension fund arrangements..</p> <p>Aldridge Education and the school governing body have also additionally agreed on an no detriment term which means that no changes will be made at a future date to the terms and conditions of the staff transferred unless they voluntarily agree to do so.</p> <p>Aldridge Education is in discussion with the Trade Unions nationally to agree trade union recognition agreement and expect to conclude this agreement before September. The purpose of this body will be to a forum to discuss and consult on matters affecting staff and to seek to agree on pay and conditions which are subject to negotiation.</p> <p>Aldridge Education does not currently have one central set of pay and conditions for all its schools but supports individual arrangements inherited for its individual schools. However, its schools follow national conditions of service for teaching and support staff with the exception of its two University Technical Colleges (UTCs), which operate mainly in specialist vocational areas and follow terms and conditions attractive to staff in those industries, and one of its secondary schools which was a newly established school and recruited its staff from scratch. This latter school it follows similar pay to national pay scales but has its own conditions of service including variable specified hours</p>		

of working each week and a shorter working year. These arrangements have proved attractive to the staff working there.

Like other Aldridge Education schools, on conversion to academy status, Northumberland Park Community School would continue to recruit any new employees on pay and conditions based on the existing ones. If any change or improvement were subsequently to be proposed for staff at Northumberland Park would be subject to discuss with the trade unions and would only apply to new appointees. Existing staff would retain their TUPE transferred existing pay, terms and conditions except where individuals asked and were granted transfer to any new pay and conditions.

There will be no reductions in posts related to conversion to academy status. All existing posts will be transferred under TUPE and there are no proposals to cut posts subsequently as a result of being an academy. There have always been developments and budget changes in this school, as any other, which have necessitated reviewing staffing levels from time to time. No doubt there will be similar needs in the future, however it is expected that being part of a multi-school MAT will bring new opportunities to save money by joint procurement and delivery of services and thereby help ameliorate the impact of expected national budget cuts affecting all schools, reducing the need to reduce staffing levels in response.

There is a list of questions relating to staffing issues set out below that have been raised during the consultations so far with comments on the points raised.

Are there any envisaged changes to schools at start of conversion?	s	No
With regards to TUPE are there any Measures proposed?	s	Any proposed Measures will be communicated to staff at the start of the TUPE process if Governors decide to move ahead with Aldridge. Schools joining Aldridge to date have done so with very minimal Measures.
What happens to teaching staff who decide not to reapply?	s	There is no need to re-apply - all staff contracts would automatically transfer to Aldridge Education on the same pay, terms and conditions under TUPE.
There are currently good redundancy packages – what will happen in the future?	s	The redundancy package will continue to be exactly the same and Aldridge have committed to protect this for transferring staff alongside transfer on current terms and conditions.
Support staff tend to be cut in other academy trusts – what guarantees are in place?	s	There are no proposals to cut staff as a result of conversion to academy status. The school has in the past both increased and reduced its staffing levels in various parts of the school depending on educational and organisational needs. No doubt there will be needs from time to time to review parts of the school's organisation but the basis for any such change will continue to be the best interests of serving its children's education.
Other trusts have increased the salaries of SLT and Headteachers and reduced the salaries for other staff, will this happen at NPCCS?	s	There are no such proposals for Northumberland Park if it converts to academy status. Pay decisions will be made as always on the basis of the published pay policy to ensure the recruitment of able and appropriate staff at all levels and to ensure parity of treatment of individuals.

<p>If a staff member leaves Aldridge Education and re-join the local authority, would they lose their continuity of service?</p>	<p>s</p>	<p>Some conditions of service such as years of service for redundancy rights continue when staff change public sector employment, including moving to and from academies. Others such as maternity and paternity rights, support staff leave, sick leave and rights to employment protection are reset with each new employer. If Northumberland Park Community School joins Aldridge Education then staff would benefit from retention of all of these rights if they were to apply and be appointed to any other school in Aldridge Education (since the Employer – Aldridge Education would not change) but conversely would have their rights in the employer specific areas reset and have to re-establish them on the basis of their new post if they were to apply to and be appointed to any of the remaining 5 Haringey s community secondary schools (or one of its other primary or special schools). This issue is only occasionally material as, in most cases of moving jobs staff will be applying to another authority or academy where employer related terms and conditions would be reset and have to be re-earned anyway.</p>
<p>Will Aldridge Education abide by Trade Union agreed pay and conditions?</p>	<p>s</p>	<p>Yes</p>
<p>What changes were envisaged for staff?</p>	<p>s</p>	<p>There are none proposed. Existing staff will have their pay and conditions protected under TUPE. The purpose of the proposal is to give greater access to support to staff in seeking to improve student achievement and wider opportunities for staff development.</p>
<p>Would the MAT move away from the national agreed conditions? Would school leadership maintain the national terms and conditions?</p>	<p>s</p>	<p>Aldridge Education has no proposal to do so. Any future proposal to change of conditions would be subject to discussion with the trade unions. As stated above, existing staff would not in any circumstances be affected.</p>
<p>Are Aldridge Education listed on the modification order?</p>	<p>s</p>	<p>Yes. The modification order is a statute which guarantees continuity of service for calculation of any redundancy between local authorities and a range of other related employment bodies including all academies</p>
<p>Would LGPS and teachers' pension remain the same?</p>	<p>s</p>	<p>Yes</p>
<p>Do staff have to wait for 2 years to get their rights back on transfer to another employer?</p>	<p>s</p>	<p>See above. Staff gain additional rights to retain service in relation to other Aldridge Education schools but would have to re-earn some rights in a new post in one of the 5 remaining Haringey secondary schools (or primary or special schools) – this is the same as when moving to any other local authority or academy. The period for regaining rights varies according to different the term</p>

		or condition.
Would the MAT continue to pay through EPM?	s	Yes .There is no proposal to change pay roll agency on conversion to academy status.
Have Aldridge Education had any discussions nationally with the Trade Unions?	s	Yes, there is expected to be an agreed national trade union recognition agreement before September.
Is there an acceptance that there will be recognition of local need?	s	Aldridge Education is a national organisation and is concluding its trade union recognition with the unions nationally. It is up to the unions to decide how they ensure they involve local branches in appropriate issues. Aldridge Education is committed to supporting local agreements for funding representation by unions of their members in formal procedures.
In the event that for several years there is a fall in roll and not a need for current teacher numbers, what would Aldridge Education do?	s	Aldridge Education, as does Northumberland Park Community School, follows legal and good practice guidance in relation to any required staffing review or reorganisation. One of the reasons for proposing to join Aldridge Education is to help maintain and strengthen progress that has been achieved by staff in increasing the standing and effectiveness of the school so that it continues to thrive and remain at the heart of its community. During the last 15 years the school has had to face several sharp downturns in resourcing including a 10% reduction as a result of a change in national funding policy. On no occasion has the school had to make anyone compulsorily redundant. Nor has it received any additional funding towards the costs of making changes from the local authority. Nor has the local authority been able to redeploy any member of staff to another school as a part of resolving such changes for Northumberland Park Community School (this is not surprising since it is individual schools and not the local authority that control appointments in other schools). Undoubtedly the school may face further challenges but the purpose of the proposals is to put the school in as strong a position as possible and to ensure that any changes are made in the fairest way balancing the interests of the children and of staff. No changes will be made to the schools existing procedures for ensuring this without trade union consultation.
Do Aldridge Education pay all those working in their schools the London Living Wage and Actual Living Wage?	s	Aldridge Education is committed to paying its entire London based staff the London Living Wage, currently £9.75 per hour. This includes a commitment to

ensuring contractor staff based in its London schools are also paid this in agreement with contractors.

4. COMMENTARY ON RESPONSES TO CONSULTATION

- 4.1 The proposal consulted on was that Northumberland Park Community School should convert to academy status as part of the Aldridge Education Multi-Academy Trust. The consultation documents as published are attached as appendix C. Whilst the consultation process was in progress, an academy order was approved in relation to the proposal by the Secretary of State. This gives the Secretary of State's approval in principle to conversion to academy status on the basis proposed. This step releases a DfE grant of £25k for the costs of progressing the proposal. This grant does not commit the school to implement the proposal and should the proposal not proceed, any unspent part of the grant would have to be returned to the DfE.
- 4.2 The implementation of the proposal is contingent on the agreement between the Secretary of State and the Trust of the Articles of Association of the Academy Trust and the Funding Agreement. The latter is effectively the contract with the Secretary of State which commits the government to funding of the school as an academy as part of the public education system. It binds its operation to the legal regulation applying to academies, which is in most areas is similar for all publicly funded schools but contains some areas where there is more discretion. The funding agreement can only be implemented if there is a parallel Commercial Transfer Agreement between the Local Authority, the Governing Body and the Academy Trust defining and transferring the assets for future use.
- 4.3 It is a legal requirement that public consultation is undertaken on such proposals and that the outcome of the consultation is considered, together with the assessment of its equalities impact, before a decision to implement the proposal is taken. The school has engaged lawyers and they have advised that the consultation documentation and the consultations undertaken together with the extension of the period of consultation fulfil the duty to consult.
- 4.4 A draft equalities impact assessment was published as part of the documentation available during the consultation. This is attached as Appendix B. The lawyers have confirmed that this fulfils the duty to provide an assessment of equalities impact of the proposal.
- 4.5 The governing body now has a duty to review the proposal and to consider carefully:
- the outcome of the consultations and the commentary on them, which includes information obtained relevant to the issues raised, and
 - the equalities impact assessment
- 4.6 In the light of this consideration it needs to determine whether to proceed with the proposal. Any decision to proceed needs to be taken with good faith of intention. Such a decision would lead to detailed work on many fronts necessary to give effect to the proposal by the school, the local authority, Aldridge Education and the DfE. In such circumstances, whilst it should be the clear that intention were to implement the proposal, it does not prevent a later withdrawal from implementation should some unforeseen good reason arise during the processes leading up to implementation of the final agreements.

4.7 The responses to the consultation need to be considered in the context of the summary reasons, stated in the consultation documents for the proposals, which were:

“We are proposing to convert to an academy as part of a multi-academy trust because:

- it represents the best way to get the **additional support and challenge** to enable us to achieve our goal of being an outstanding school which:
 - **matches or exceeds national average results;**
 - **raises aspirations and gives our students skills and opportunities** which will set them on the road to the life-long success they deserve;
- it will give us access to **ongoing expert support and guidance** for our teachers and other staff;
- it will give us opportunities to **achieve economies of scale** by sharing appropriate support services with others so that **we can focus best use of our money on our students’** education;
- it will give us access to expert advice and support through the process of regeneration of the local area and the school’s relocation and rebuilding and to help place the school in the best buildings at the heart of a new vibrant community.”

“We have chosen Aldridge Education because:

- it has a **track record of success in improving achievement** in schools like ours;
- it has **high aspirations** which coincide with ours and is **committed to accelerating our rate of improvement** using its **expert advice and support;**
- it shares our values of **non-selective, inclusive education in a community setting;**
- it **does not impose a central methodology** on its schools but uses its educational expertise to analyse schools existing development plans to support and challenge these to achieve improvement. By doing so, it **respects and builds on the strengths of its schools** and their place in their local community;
- it has a track record of successfully placing its **schools at the heart of regenerated communities and achieving award winning building schemes.”**

4.8 This commentary is organised to address the following principal issues in the responses to the consultation:

- views as to whether Aldridge Education is a suitable organisation to promote improved outcomes for students and the achievement of an Ofsted judgement of being an outstanding school. There are also views expressed about whether academies in general achieve higher standards. However this is not the subject of the consultation: the specific proposal is to become an academy as a part of the Aldridge Education Multi-Academy Trust. The general issue of academies is, however also dealt with here.
- views as to whether this is the right time to consider a change of status. Since comments refer principally to the forthcoming summer results and to the area regeneration proposals and possible rebuilding of the school, these issues are also dealt with here.

- views as to whether conversion to academy status will undermine the conditions of service, job security and job satisfaction of staff
- views whether academy conversion as part of the Aldridge Education would change or impair the school ethos or commitment and provision to its local community
- views that a conversion to academy status is a privatisation of a public service and/or a diminution of democratic control over a public service
- views about the capacity of the local authority to provide appropriate support to the school
- views about the impact of the proposals on the school's commitment and capacity to maintain local partnerships including with the Vale school

Academy MATs performance, Aldridge Education, improving outcomes for students and becoming an outstanding school

- 4.9 There are 21 comments from 33 staff that do not support the proposal questioning variously Aldridge Education's capacity/record on improving achievement and a further 4 contending a lack of evidence that MATs generally achieve better or for the disadvantaged. A respondent questions whether alternatives should have been consulted on. Another says Aldridge lacks status. Most of these responses say they are not persuaded by Aldridge Education that they can contribute to the progress of the school or its students. They question whether it is the right MAT and say they are not good with disadvantaged pupils in inner London and cite a Sutton report. They say Aldridge Education has no schools that are outstanding and say Northumberland Park Community School's progress 8 is higher than any Aldridge school and 2015 A*-C grades were below average. They say the school is graded good by Ofsted, has good staff and students and a good head; they question what Aldridge will add. One suggests academy status would not be being pursued if GCSE results targets were being met and fears Aldridge might only bring draconian workload to hard working committed staff. Three others variously note there is no north London support cluster, no more money and claim there is concrete evidence only of one educational expert.
- 4.10 4 of the 5 parents opposed to the proposal make comments either that Northumberland Park Community School is doing well by itself, or better than Aldridge Education, and they are happy as it is, or that Aldridge Education does not have the correct match of experience for Tottenham.
- 4.11 The joint letter from four unions opposed to the proposal says academies do not improve outcomes and quotes the report chain effects 2016, information on a school in Portsmouth and the lack a cluster arrangement in Haringey as reasons for not believing Aldridge Education will improve outcomes.
- 4.12 From the 24 staff that support the proposal there are 19 comments variously suggesting advantages for students or matters impacting on outcomes from the proposal. They variously say it is the best way forward, that the time is right, it will better safeguard the future status of the school, it is in the best interests of students, the local community and the school and it is a better fit than other MATs. Respondents variously say they are keen to explore opportunities for developing

business links, hope it will provide the resources and opportunities for progress and to build student attainment to outstanding, will give more opportunities to pool resources, increase scope for sharing strategic thinking, look forward to partnership working with other schools and to enhancing the curriculum. Another considers it will give the headteacher and governors more flexibility to manage to build success whilst another says the local authority is shrinking and the school needs to be part of an organisation which can help the school to progress. A respondent is against privatisation of education however thinks schooling is going that way but questions whether there may be better chain than 'Aldridge Education; another thinks academy conversion is inevitable and Aldridge Education lacks the status and track record to impose any ethos other than NPC's. One of those opposed says academisation could be good with the right academy.

- 4.13 11 comments from the 12 parents supporting the proposal and generally believe it will be better for children, improve standards, improve children's achievement and results, and get the school known as a good school..
- 4.14 This is similarly believed by 3 of the 5 students supporting the proposal.
- 4.15 Five of the 6 education institutions supporting the proposal adduce believe in benefits for students and/or related to outcomes.
- 4.16 The issue of the impact that Aldridge can have on standards is a critical one and one that the governing body has returned to several times in the preparation of its proposal. It is right that the staff as the professionals committed and engaged in the complex task of raising achievement should examine this critically in detail.
- 4.17 First let us be clear that there is not evidence that per se academy status guarantees improved standards. Schools in some Trusts do better than average and some worse. Some have improved their performance and some have worsened. As far as secondary education is concerned it is the case that, particularly earlier, disproportionately more better performing schools chose to convert to academy status whilst at the same time a significant number of least well performing schools were required by the DfE to join Multi-Academy Trusts as a strategy for improvement. What is clear is that, whilst there are cases where improvement in both categories has been maintained and enhanced, there are also other cases where this has not been so. The government is now discouraging stand-alone academies and encouraging multi-academy trusts and promoting key characteristics that they consider associated with successful Trusts. The letter to the school from the DfE Regional Schools Commissioner in 2014 said Northumberland Park Community School may wish to consider setting up or joining a multi-academy trust with a stronger school or it may join an established sponsored multi-academy trust. The list of such characteristics that was given to the Governors in January is again reissued in Appendix D attached.
- 4.18 There are a number of reports in existence that seek to try to compare performance of academies and academy trusts with national averages or the performance of community schools or local authorities. These reports include those produced by the Sutton Trust, The National Foundation for Educational Research (NFER) and the Education Policy Institute. However drawing conclusions from this research is difficult because of

- the variable challenges for students and relative historical achievements of the institutions within different authorities and Trusts
- the institutions within particular groupings, especially many academy trusts, may be small and changing quite rapidly with growth which makes valid data and longitudinal on improvement studies difficult
- where differences are recorded between different groupings, there is no evidence in some cases, of causality. It can be the case that performance of a particular school or schools may be good or satisfactory or bad through their own efforts and the intervention by the local authority or trust may be minimal; in other cases it may be great.

When seeking to draw conclusions from such data it is necessary to consider very carefully the specifics of the instances being compared.

- 4.19 There are a few academy chains that have over the past few years stood out as having markedly better effect on performance than average. In the London context these are Ark and Harris. We have had contact with both. In the case of Harris their particular success has been in turning round very underperforming schools and retuning them to normal expectation or in some cases much better. They achieve this by significantly re-staffing schools, particularly at senior and middle management levels with those trained within their particular structured model of education which they replicate in each school. There is little doubt that this generally has had a significant impact in restoring core standards within a tried and tested model. However it is not particularly suited to the position of Northumberland Park and would wholly replace its present ethos.
- 4.20 The governing body looked very closely at the Ark model. This model has a very specific methodology which although not rigorously imposed on all their schools is built into their whole approach. It is called depth before breadth providing two hours or more of English and Mathematics a day normally by extending the pupils working day. To achieve it they have conditions of service, that they seek to adopt, providing a longer expected day for staff on site in return for a higher than national pay scale. The method seems to have paid dividends in pushing up standards in core curriculum areas without losing curriculum breadth. However, unless there is a significant increase in teaching staff contact ratios, or dependence on having a significantly higher than average proportion of teachers with limited experience, and therefore on lower pay points, there has to be significant adjustment down of spending on other areas of activity to fund the higher pay spine and additional teaching hours required.
- 4.21 The governing body and senior staff considered the Ark model carefully including meeting with Ark senior staff and visiting several Ark schools. Whilst doing so in discussions with the Council and DfE, the possibility of Aldridge Education came to light as it was a well-regarded sponsor with a track record of turning round several schools in the North, was establishing ADA National College for Digital Skills at Tottenham Hale, had a particular strength and support in community education and entrepreneurial education that aligned with Northumberland Park Community School's priorities. It also had a track record of successful supporting and placing its schools at the heart of regeneration schemes as rebuilds. Most importantly was in the process of formalising its structure, which had grown up as a sponsoring organisation, into a proper MAT and building a formal education improvement and support structures based on the principle of supporting individual schools local ethos and approaches, based on local needs. The

governing body and senior staff again had discussions with Aldridge Education senior staff and visited several schools particularly the new London school and the schools in Darwen, which show good levels of improved or high standards. They were also examples of new build or regeneration.

- 4.22 The synergy between the Northumberland Park and the priorities of Aldridge Education is easy to see.
- 4.23 What is more difficult is demonstrating, from a track record, its success in raising standards. This is because as a formal MAT it has only been in existence since September 2016 and therefore does not have a testable history in its own name. Prior to this it was a sponsor of its schools operating therefore by influence.
- 4.24 At its inception it had provided improvement monitoring and planning by buying consultancy education advisers for each of its schools, and through this means seeking to build a basis for supporting planning and development of each of its schools. In 2015, it replaced this model by employing the current Education Director to lead its standards and improvement work and it is notable that the more coherent and systematic approach this enabled, as set out below, brought immediate dividends in terms of significant increases in the rate of improvement at several schools. This change also helped shape the restructuring of Aldridge Foundation as the sponsoring body to create a formal multi-academy trust. This in part arose from addressing an issue about how to deal with more serious problems of standards, as the previous sponsorship model left control wholly with the individual governing body so the addressing of serious shortcomings required voluntary cooperation from the school itself. This is essentially was the problem with the school referred to in the joint union submission where a school in special measures declined to collaborate with its sponsor on the proposed plan of action over a period of time as standards have continued to decline. Having declined to join, it has been agreed that it seek obtain an alternative improvement partner as the best way forward for all concerned. The Aldridge Education commentary on this and other specific issues raised in the consultation is set out in appendix E The question of accountability responsibilities for standards in Trusts is discussed further in paragraph 6 below.
- 4.25 The governing body considered closely Ark and Aldridge Education as alternative options in the autumn term. First, in November, they took an in principle decision to prefer Aldridge Education rather than Ark on the basis of its better fit with the ethos and workings of Northumberland Park Community School. However, before deciding to promote a proposal for change, the governing body undertook further discussions with Aldridge and fact finding on its offer especially how its education improvement arrangements would work. This led to a decision in January to propose the conversion to Academy status as part of the Aldridge Education MAT, with the various consultation materials, including the Aldridge Education material which was specifically drawn up for this consultation, setting out the governors understanding as of that time of the provision that Aldridge would be able to make. Discussions have continued with Aldridge since then throughout the consultation period in line with their commitment Northumberland Park Community School could engage in seeking to influence their formative development.
- 4.26 The following further information is now available quantifying the additional support that would be available for monitoring, evaluating, developing and

supporting the school on the basis of jointly review. The details of this are set out in the academic support document set out in Appendix E.

- 4.27 Essentially this represents a huge increase in resource compared with present arrangements. For example currently the Council provides a School Improvement Partner (SIP) visit of about two hours per term and the school buys from an external adviser a further 3-4 days a year Ofsted trained external evaluation.
- 4.28 The Aldridge Education model would provide 6-8 days per term of Academic Partner (SIP equivalent) for support and review focused on the school's identified priorities.
- 4.29 In addition to this Aldridge Education offer an annual formal review by a team of 7 including 3 senior peers from other Aldridge schools (participation in this by our staff for other schools will offer development opportunities similar to those under Challenge Partners.
- 4.30 It also offers additionally annual target setting reviews and twice yearly SEF and SDP checks at its most senior level and pre-Ofsted support and guidance.
- 4.31 Additionally it offers bespoke English and Mathematics specialist advisory support linked to a network of subject leaders and other bespoke curriculum specialist support dependent on need. It sees some of this specialist advisory support drawing on and offering development and retention opportunities for its best staff in its schools.
- 4.32 It proposes to offer senior and middle leader mentoring and coaching programmes and middle leader development, action research and recognition through an Aldridge Middle Leadership Award. It has now appointed a Leadership Director and Head of Quality, Standards and Staff Development to lead and deliver these training initiatives.
- 4.33 It also proposes to nurture shared development and common development of standards and assessment to ensure robust systems and avoid duplicated effort, support and training for data managers and governor training on data. It will further operate a Principals' Forum to share ideas and guide the MAT development.
- 4.34 It will facilitate networks of schools and peer to peer expertise both within Aldridge Education and beyond. – the ADA National College for Digital Skills response alludes to this. Aldridge Education has indicated that although initially there would not be a network of cluster of North London schools, most of its network meetings nationally take place in London as the easiest place for most of its schools to reach. It would therefore be fairly simple for Northumberland Park Community School to access such networking, as well as obtaining support from the headquarters based staff in London and from links with the Aldridge Academy and Kensington and ADA National College for Digital Skills where appropriate. Aldridge Education has said that it would use its central resources and externally purchased resources to compensate Northumberland Park Community School on an equitable basis pro tem for support that other Aldridge schools obtain through their cluster arrangements.
- 4.35 In order to assess the efficacy of the proposals for improvement support from Aldridge Education, it is necessary to consider the nature of the needs of

Northumberland Park Community School if it is to break through to outstanding status.

- 4.36 Responses to the consultation demonstrate, a shared hard-working aspiration and determination to further raise attainment and outcomes despite the considerable challenges in achieving it. The recent Ofsted report indicated that the school has good levels of progress and outstanding practice in many areas. The main thing that prevents the school from achieving “outstanding” status is the lack of achievement of national average absolute attainment and commensurate higher grade achievement for the most able students. Whether this is in the heart of the key national indicators, it is essential for our children to aspire to their life entitlements for opportunity. Of course to achieve this, given their lower entry levels of achievement and the levels of social, language and other additional challenges that many of the students face, the level of progress our students require is, comparative to others, is truly exceptional. However, examination of our results indicates that the continuing struggle to refine and improve our strategies puts this in our grasp, but two things need to improve:
- the effectiveness of driving up attainment earlier through KS3, especially in core skills, so that there is less reliance on last minute catch up at KS4
 - the elimination of inconsistencies between staff and departments etc. and to improve monitoring and control to identify where extra support is needed to rectify difficulties quickly.
- 4.37 Effective strategies to achieve this need to be based on working smarter, more consistently and more skillfully, as there is little scope merely to turn the handle faster. Whilst there will always be in any organisation a few people who need to be held to expectations, it is clear that the vast majority of staff already go well beyond normal requirements in seeking to support their students and their outcomes. What is needed is the training, development, support and guidance make sure that the effectiveness of that effort and that the school’s support resources are focused and are maximised.
- 4.38 A key element is the development of middle management skills to a high shared level amongst a large group of staff responsible for delivering consistency of practice needed to achieve accelerated standards across all 5 year groups.
- 4.39 It helps to have a much enhanced level of advisory support capable of assisting in digging into the detail of particular problems and challenges, and bringing experience from elsewhere to help and support staff identify and implement solutions to them.
- 4.40 It is clear, from discussions with Aldridge Education, that these strategies have been behind the accelerated progress that its schools have made in the last twelve months since the inception of its new coordinated support arrangements.
- 4.41 Aldridge has indicated that if the governing body decides to proceed with the proposal they will undertake joint review and planning work in the preparatory period up to the summer so that targets for progress and additional support can be put in place from the start in September.
- 4.42 A number of specific concerns about Aldridge general performance have been raised in individual responses and questions including:

- Progress 8 scores.
- Schools graded as outstanding.
- Relative success with disadvantaged students.
- Allegations of examination mal-practice in a school

These have been specifically responded to by Aldridge Education and the responses are set out in appendix E.

The timing of the proposal

4.43 There are 13 comments from 33 staff that do not support the proposal which, variously, either say that the consultation time and/or the information provided is inadequate or say that a decision should be delayed until one of the following:

- the 2017 results are known
- the Haringey Development Vehicle proposals for regeneration are known
- the school has its new building

There are comments that there is an unseemly rush, issues are complex and need more time, questioning of whether due diligence has been properly conducted, the need to have time to consider unanswered questions and about having time to reflect seriously. One says there is a transparency issue between senior leadership and staff and another that there is a lack of honesty with insufficient information. One respondent acknowledges the advantages of shaping the MAT from September 2017 but prefers to wait 12 months to assess better. Two says they are not necessarily opposed to joining an academy/MAT, but not at this stage.

4.44 No other respondents have responded about timing.

4.45 The governing body has been considering the school's status since 2013-14 and then sought to move to academy status following public consultation. This was not approved following a shift in single academy policy by the government. Since then the governing body has re-examined the options in detail before and after its reconstitution in 2015. The current proposal has emerged from a careful examination and evaluation of a variety of options. The consultation documents (Appendix C) contain a brief summary of the options considered by the governing body. The more detailed documents considered are commercially confidential and are therefore not included. The governing body delayed the publication of the proposal to ensure clarity of the issues and facts. Because it is a proposal to join a rapidly developing new MAT, further information has emerged in part in response to the issues raised by the consultation and all this needs to be taken into account.

4.46 An argument put forward by some respondents is that in such circumstances it would better to delay a decision until all matters are clearer. However there are three issues which weigh against that approach:

- the interests of the students and school improvement
- the regeneration of the area and the likelihood of key decisions progressing within a year

- the capacity to influence to the advantage of the school and its community the shaping of Aldridge Education during this formative stage.

4.47 The school has made good progress in embedding and improving its teaching, learning and systems over the past few years and in sustaining good levels of progress by its pupils. However, there has been a plateau in terms of overall attainment outcomes with only marginal progress being made. The monitoring/ and evaluation this year suggests that this is the position likely, despite strenuous efforts, to be again reflected in this year's results for similar reasons as adduced earlier under the commentary on improving standards.

4.48 The view that the governing body has taken in promoting the proposal is that the injection of significant professional support and accountability, as part of a MAT, can help ensure this key area is progressed rapidly. The previous section sets out the level and character of the resource that Aldridge Education can bring to this task from September. To delay a decision to proceed is to delay considering the advantages of this to another cohort of children.

4.49 The school continues to have an excellent relationship with the local authority and especially in relation to the proposed regeneration of the area. It has regular meetings with key officers leading the development and has been consulted on key matters leading to preparing the briefs for and the tendering of the contract for a development partner.

4.50 A number of the local trade unions have been promoting a view of the proposed regeneration as highly damaging to the local community, the schools and other institutions within it and the stability and viability of future education.

4.51 However from its regular and on-going contacts with the local authority, we know that the brief for the development partner tender said that the tender proposal was:

- to develop 4000 additional housing units
- to provide within the total new housing a higher proportion of family sized accommodation
- to maintain a substantial proportion of social housing
- to envisage the re-development Northumberland Park Community School as a successful school as a key part of maintaining and developing the new community

Additionally the Leader of the Council has given a commitment that existing residents who wish to remain in the area will as necessary be prioritised and rehoused in the local area during and after the redevelopment.

The site calculations that have been considered for redevelopment of school provision have been based on the expectation of there being, on the basis of the above, a need for additional not fewer places at primary and secondary level.

4.52 The Local Authority's response to the consultation says "Regardless of the outcome of that process, and of your future governance status, we very much hope that Northumberland Park will remain an active part of the Haringey family of schools... Our continued partnership is also particularly important in the context of

the regeneration of Tottenham, which the school is of course very much at the heart of.”

- 4.53 However, it is clear that the regeneration a massive and multi-faceted operation and therefore the Council and its development partner will have to face many competing and sometimes conflicting pressures. Whilst it is not yet certain that the development will take place, it is vital that the school is prepared should it do so. It is the school’s view that once the regeneration moves into a planning and development phase there will be a very large and ongoing input necessary from the school to maintain its interests in partnership with the local authority through the planning and rebuilding phases, which are expected to start shortly, and to ensure the school’s vital interests. In particular it needs its own experienced professional help that is familiar with the detail of the negotiating the inter-agency and design and delivery challenges without unreasonably distracting the school’s own management. For this is one of the reasons why seeking an academy partner with experience in this area was sought and one reason why a timing of a conversion by September of this year has been proposed.
- 4.54 Aldridge Education has significant expertise in both regeneration and school building and good connections with the Council and national agencies vital to success full progress for the school. It shares the school’s desire for the school to continue to play a full and active part in the success of its community, maintain its close relationship with the Vale and contribute to the local family of schools.
- 4.55 One of the arguments for delay is that as a new MAT, it would be better to wait for the outcome of Aldridge Education’s current development before deciding whether to commit to it. Firstly, this issue has to be weighed against those already discussed above. Secondly, there is the issue of the value of participating in the shaping the new MAT structures.
- 4.56 In our dealings over the past few months, the Trust has been open and communicative with the school. It has indicated that if the school is committed to joining the Trust, it would wish, even during the period leading up to implementation, to seek to take account of our needs and position in the way in which it develops its policies and processes. It also intends to look at how our particular strengths could complement its offer
- 4.57 A strength of Aldridge Education’s model for working is the aim to build onto existing school strengths and to seek to extend and trade them to other schools as a way of improving practice, minimising external costs and maximising efficiency gains for all.
- 4.58 A judgement to whether to commit at this stage to Aldridge Education, inevitably, will be based on assessment as to whether they will deliver on the commitments and aspirations they have set out to the school. Their track record, however, so far is that they have delivered what they said they would and have been open and transparent about their plans and timetable for continued development. A significant part of this will be in place before implementation of a conversion.
- 4.59 A concern motivating some staff concerns about timing seems to be uncertainty about potential impact on then terms, conditions, security, workloads and job satisfaction.
- 4.60 The school is supported by an able, effective and committed staff and clearly ensuring retention of such a workforce is important for the school’s future. Staff

assurance about their position is therefore vital. These issues are discussed under the following section on terms and conditions where a number of assurances are proposed.

- 4.61 If the proposed change of status were agreed to be progressed there would be statutory TUPE consultations alongside further development of Aldridge Education's arrangements and governors would be able to assure themselves that steps had been put in place to safeguard and assure staff, before implementation of the proposals.

Terms and conditions

- 4.62 There are 17 comments from 33 staff that do not support the proposal which give as reasons concerns about changes after TUPE to conditions of service or workload or restructuring, less job satisfaction and unrealistic workload demands. Several raise the need for a commitment on London Living wage and say Haringey Council employment has been of benefit for the lower paid. Several are concerned about lack of collective bargaining, trade union recognition and the vulnerability outside local authority arrangements especially in the light of national funding cuts. A number say academies are not focused on staff welfare and claim across the country in academies' support staff terms and conditions have gone down whilst SLT have gone up. Specific concerns are raised about pensions, national teachers' pay arrangements, a continued union presence, loss of continuity of service rights, impact, availability of voluntary redundancy and that new staff employed will not be protected by guarantees under TUPE, with further information on this requested. Concerns are raised about impact on staff morale and turnover. One respondent claims coercion to leave to the school will increase whilst another hopes that staff who consistently do not perform will be replaced more easily.
- 4.63 The four respondent trade unions considers the proposal not in the interests of staff and says it is likely to create a two tier workforce and erosion of pay and conditions. They are concerned about London Living wage assurances, loss of local terms and conditions beyond national ones, that in their experience the majority of academies reduce pay and conditions for the low paid whilst increasing those for higher paid staff, that TUPE protection may be undermined for economic, technical or social reasons or replaced through restructuring and that academies do not have to employ qualified teachers. They are also concerned that staff would need to accrue two years employment rights when moving back into local authority employ for rights such as unfair dismissal. They also doubt Aldridge's practical; ability to redeploy staffing in a practical manner should it be needed because their two nearest schools are Kensington and Brighton.
- 4.64 One staff response of the 24 supporting the proposals proposes more accountability for staff that hold the school back and in turn more reward for outstanding staff members.
- 4.65 One of the 5 parents that do not support the proposal says that teacher morale needs to be tackled and one of the other education institutions that supports the proposal prioritises not altering pay and conditions or workloads including marking.
- 4.66 One of the 6 respondents from other local educational institutions supporting the proposal says maintaining conditions of service and workloads should be a

priority. 1 of the 2 other respondents supporting the proposal says giving guarantees to meet concerns should be a priority

- 4.67 It is wholly understandable that a major concern of staff is the potential impact on their terms, conditions, security, workloads and job satisfaction. Inevitably, and perhaps properly, trade unions raise and concern themselves with worst case possibilities. This has, however, increased anxiety for staff.
- 4.68 There are essentially three main issues to be addressed:
- What is the position guaranteed for staff that would transfer under TUPE?
 - What assurance do staff that transfer under TUPE have about their future position post transfer?
 - What will be the terms and conditions of new staff in the future?
- 4.69 As regards TUPE transfer, there is an absolute guarantee for all staff to maintain their existing rights to terms and conditions and pension rights, exactly as they are in respect of their employment at Northumberland Park Community School now.
- 4.70 The governing body has heard the concerns that there might be a change of these terms and conditions thereafter and has agreed and obtained the agreement from Aldridge Education that if the proposal goes ahead, the staff so transferred will be given a guarantee that their terms and conditions will not be thereafter be altered unless they volunteer to do so. It is the intention that this would both cover circumstances where staff continue in a role or if they were at any stage required to be redeployed to another role in the school. The arrangements for TUPE transfer and this guarantee are intended to give staff security that their terms and conditions of employment will not in future be changed against their will. If the proposals go ahead there will be statutory TUPE consultations with the unions and staff during which the details of these arrangements can be discussed and clarified.
- 4.71 Some concerns have been expressed that the proposed change of status might give rise to restructuring. No guarantee can be given to staff now, whether the school were to stay under its present status or were to change to that proposed, that there will never further restructuring. That would be contrary to logic and history. As a developing organisation in an uncertain world, the school has always be undergoing some level of self-review and change to meet new challenges and seek to best meet the needs of its students. Staff, however, have two assurances:
- Neither the school management and governors nor Aldridge Education know of any reason why conversion to academy status as part of the Aldridge Education MAT require reorganisation of any element of the school.
 - More importantly, unlike some other MATs, Aldridge Education intends that the school's continued improvement should be based from review of the school's own school development plan and take account of existing successful practice. This is therefore a model for continuity, rather than seismic change to an outside imposed strategy, and should not lead to ongoing staffing review at a level higher than would have naturally occurred.

- 4.72 Issues have been raised about possible different terms and conditions for new staff appointed after a conversion. It is the case that academies and academy trusts have powers to set their own terms and conditions, although most in practice follow national teachers' terms and conditions and national local government terms and conditions for support staff.
- 4.73 The assurances that governors may wish to give to staff, if they proceed with the proposal, are that:
- Aldridge Education has no current plan to impose new terms and conditions on its schools; at present Aldridge sponsored schools each have their own arrangements and generally follow national and local government arrangements, with the exception of the Kensington academy which opened new and employed all its staff on different terms and conditions and two UTCs (which have special terms and conditions attractive to their particular specialisms).
 - The arrangements for Northumberland Park Community School, if it converted, would be that new appointments from September would be made in line with current terms and conditions, and that if any changes were proposed in the future they would fall under discussion through the trade union recognition agreement currently under negotiation and expected to be in place before September.
 - The governing body and Aldridge Education share the view that if any development of terms and conditions of service is proposed for future recruitment, the principle test should be that it is attractive to the recruitment and retention of excellent staff since that is the basis of the school's future success. There has been a tendency to assume that any future change in terms and conditions for future appointments must be detrimental. However, change does not need to be detrimental and clearly to recruit the best people in the job marketplace; any school or Trust has to offer jobs on a basis that is attractive. Because of the guarantees proposed for transferred staff, they would have no terms or conditions changes for future appointees imposed upon them.
- 4.74 There are a number of other specific issues that have been raised by the unions and staff:
- **London Living Wage:** The school and Aldridge Education have now confirmed an ongoing commitment to London Living Wage not only for staff working at the school but also for commissioning of contracted services at the school.
 - **Work load and job satisfaction:** there are no proposals to make changes as a result of conversion to academy status. The school has a good record of supporting arrangements for surveying and supporting staff well-being and for subscribing to the framework of Investors in People for which it holds Gold accreditation. A priority for the school is seeking to ensure effort is not wasted is the onerous tasks of seeking to raise achievement and it has supported and invested in technology and finding new approaches to ensure tasks are made simpler and available time to best directed. Any future developments in work practices will be subject to the usual consultation and, normally, to trialing to ensure they are practicable and effective before adoption.

- **Employment protection rights:** existing continuity of employment protection rights only exists for staff transferring from Northumberland Park Community School to other Haringey schools but not in relation to any other local authority employ. There are currently only four other remaining Haringey secondary schools. This is potentially an occasional issue for support staff more than for teachers as there are fewer occasions in practice when teaching staff move between local schools. It is within the local authority's gift to consider whether it wishes to incorporate continuity of such rights on a discretionary basis in its terms and conditions but it is not something that the school or Aldridge Education can determine.
- **Redeployment:** The trade unions have promoted the view that there may be major dislocation of the school roll as a result of the local redevelopment. For the reasons set out above, the school has no reason to think this is a rational view. It is however aware of the concerns about national funding changes and the potential for creating significant problems for particularly London schools. It believes that the opportunities for creating synergies in particularly in supplies and services areas within the Aldridge Education will result in efficiency gains that will help offset some financial pressures. It expects to be able to cope with most pressures of such changes as may come within the bounds of good annual planning and normal staff turnover. However, it will, as it has done in the past, use national and legally required standard good practice in resolving any staffing changes required. The school has at various times in the past ten years faced substantial resources changes, including a change of 7% in a single year without ever having to make a single compulsory redundancy. It would expect to be able to face future challenges on a similar basis. Although, the school has had several occasions in the past when it has had staffing surpluses, on no occasion has redeployment by the authority been a part of their resolution, it has wholly been resolved by the school. Significantly, this is because the local authority has no powers to direct the employment of staff in any of its maintained schools with delegated budgets. Although the realistic geographical scope of options for redeployment in the case of potential redundancy between Aldridge Education schools may be more limited, they have the staffing powers to do so where appropriate.
- **Trade union recognition and representation:** Aldridge Education have said they are already engaged nationally with the unions in discussions to establish a trade union recognition agreement and expect this to be in place before September 2017. They are also committed to ensuring staff have access to trade union representation and to agreeing arrangements with the trade unions for this.

The school's ethos and commitment to its community

- 4.75 12 of the 33 staff respondents that do not support the proposal express concerns about the impact on the school's ethos and its commitment to its school community. Several comments value the community as the school's focus and consider academisation would undermine the school's place in its community, fearing, variously, it may align to a chain rather than the community or it may

change the school dynamics making it more challenging and difficult. Three responses variously say the staff have already worked hard to change the school image and it has a proud alumni, that the school needs to stand for consistency and continuity in a time of change in Tottenham and the cohort of students. One response suggests that the governors do not represent the views of staff or school community. Another says a private organisation is bound to have its own agenda that may not be the best for the school over 20-30 years. Another considers that the individualistic and competitive values it says are celebrated as entrepreneurialism are not compatible with the school values that attracted the respondent.

4.76 3 of the 24 staff respondents supporting the proposal comment on the ethos and community issues. 2 are respondents concerned to ensure that in any development does not lose the school's identity characterised variously as strong leadership, community spirit and investment in quality provision especially at a pastoral level impacting on behaviour for learning for the sake of the young people and the community. Another raises the opportunity of rebranding to move away from negative historical perceptions. 1 of the 2 respondents in the other category the MAT is relatively recent and thus NPCCS has an opportunity to influence its establishment and ensure that local needs are catered for say.

4.77 It is difficult to understand why this issue has been raised as a concern other than it is clearly a central rationale of the school currently, embedded in its aims and vision clearly shared and valued by a high proportion of its staff, parents and students.

However, there is no reason to believe that this ethos or vision is under threat. The consultation documentation clearly states that the basis of Aldridge Education's approach is to work with and support strengths, the ethos and understanding of schools in their own communities, and to support the development of the community aspects of schools not only through its work but through that of its partner charity, the Aldridge Foundation. It is also a requirement of Government Funding Agreements for all academies that they demonstrate use their resources to support their local communities.

Privatisation and Democratic control over a public service and capacity of the local authority to provide support

4.78 9 of 33 staff respondents that do not support the proposal variously say they oppose effectively the privatisation of education, education should stay under local authority control and they are happy as a community school. 1 suggests seeking to emulate Gladesmore as an outstanding local authority school; another says the local authority is better if not perfect. 2 of the 5 parent respondents that do not support the proposal say they prefer community schools and one says her other children will probably not come to the school if it is an academy. 1 is against academies as a business model and treats education as a business; he suggests there might be additional money as a grammar school or stay as a well-known community school. The 4 union respondents say they are in principle against the government's program of academisation as we believe that as a public service, the education of our children should remain within the responsibility and control of local authorities. We believe the transfer of our schools into private control represents an attack on local democracy and will only result in a fragmentation, segregation and inequality.

- 4.79 1 of the 24 staff respondents that support the proposal they are against privatisation of education but thinks schooling is going that way. Another says they feel that the LA provides very little support to the school.
- 4.80 Academy Trusts are not for profit limited companies and are subject to company law and charity regulation. They operate schools under a contract with Secretary of State that commits them to a raft of law, regulations and practice which is similar for all state schools with some particular exceptions. They have a tougher public annual reporting requirement, being required to produce annual externally audited accounts including senior staff pay and an annual report including required information on their performance.
- 4.81 All academies are subject to the same Ofsted inspection regime and to publication of the same performance indicators and information about their key procedures. Ofsted also has a remit to inspect academy trusts.
- 4.82 Trusts have a strict requirement to provide annual externally audited accounts and internal auditing arrangements – this is considerably in excess of most local authority auditing arrangements, as they impact on schools. They are required by the terms of their funding agreement to operate within government determined financial regulations which are similar in kind to those adopted by most local authorities.
- 4.83 All these arrangements are overseen by the DfE, the Education Funding Agency (EFA), Companies House and the Charity Commissioners. In addition local authorities retain a responsibility to champion excellence for all children and are expected to report any concerns they have about performance of an academy to the local DfE Regional Schools Commissioner who is responsible for oversight and action. The Secretary of State acting on the advice of the DfE and EFA can direct inspection of Trusts causing concern, require improvements, direct the reallocation of academies from Trusts or in extremis terminate funding agreements with appropriate action to secure the future of academies affected.
- 4.84 The essence of the change therefore is not so much ultimate accountability of academies to democratic state control as a change of first line oversight for support, direction and intervention in cases of concern.
- 4.85 In the case of local authorities, the concept of having a significant role in direction is long gone because of the framework of legal delegation of powers to local governing bodies for community schools and constraints on the local authority role in determining the provision of new school provision or changes to existing provision. Equally important is the near abolition of local authority funding for support of its schools which means they can normally direct only a tiny resource which has to be directed principally at the duty to act and intervene on its schools causing concern. Even here the Secretary of State has taken key powers to override local arrangements and direct academisation where s/he deems fit.
- 4.86 Local authorities have held two key areas of decision making that affect community schools –one is terms and conditions of service although for teachers the main ones are under government control which has recently increasingly deregulated some of teachers pay giving wider discretion to individual governing bodies rather than local authorities. For support staff the main framework is negotiated under a joint local government framework.

- 4.87 The other used to be the appointment of local authority governors. However this has largely been removed by successive regulation changes that have reduced the proportion of local authority governors, placed responsibility for shaping governing body constitutions in the hands of local governing bodies and required the basis for individual appointments to be the skilled based needs of the school rather than representation of the appointing body. This Local Authority role has therefore been largely reduced to rubber stamping governors sourced by individual governing bodies normally using one of the national recruitment resources.
- 4.88 The contrast of the arrangements for Academy Trust is sharp. They are bound by articles of association which have to have Secretary of State initial approval which contains some limited structural requirements. After this they have wide powers to determine their own arrangements for centralisation or delegation of powers and the resources they retain for central direction, support and intervention for their schools. This gives them scope to provide varied approaches as regards the extent to which they direct and control the nature of provision in each of their schools and their capacity to support and nurture development. They have wider powers than local authorities on pay and conditions, not being bound by national arrangements although the market place for staff and economic factors mean that most do quite closely follow national arrangements. They have control over their governance appointments subject only to limited rules in the articles of association.
- 4.89 In terms of power and control Aldridge Education lies at the highly delegated end of the spectrum with an emphasis on building its model of educational improvement around governing bodies and headteachers being expected to own their plan, vision, manage and deliver targets for their school based on an understanding of its community needs. They however retain a similar resource under central deployment as other larger Trusts to evaluate, support and develop their school's work and to hold them accountable for aspirational levels of progress.
- 4.90 On the basis of this analysis it might be more accurate to describe the change from local authority community school status to academy status as a move from an absence of local control, except in extremis, to one of choosing to join an organisation managed by a not for profit organisation that can set out its wares on vision, control, support, development and governance, subject to complying with government accountability for delivering acceptable standards and compliance with law and regulation.
- 4.91 A final reflection might be that whilst local authority are multi-function organisations with diverse responsibilities , only one of which (and an increasing minor one) is education, Academy Trusts are single function organisations wholly focussed on education and accountable on this basis.

The Vale and other local partnerships

- 4.92 1 of the 33 staff respondents that do not support the proposal express concern about the future for the Vale and say they do not know what would happen for them. The local authority response says "I am particularly pleased that both the school and the Aldridge Trust have stated so clearly their support for the ongoing co-location of The Vale School that makes the Northumberland Park campus such an inclusive one.

- 4.93 The local authority also says we very much hope that Northumberland Park will remain an active part of the Haringey family of schools, and continue to support these shared values. As you know we have been working closely with all schools for some time now to ensure that there is a sustainable schools-led vehicle for school improvement in Haringey - regardless of changes in central government funding and policy. For that work to be successful we want all schools to play a part - primary, secondary, special, community, VA and academy.
- 4.94 5 of the 6 other education institutions that support the proposal look forward to continued or enhanced collaboration. The response from the Vale supporting the proposal says I can see the advantages of working closely with an innovative Multi Academy Trust, who tailor their support according to the needs of the school and community. ADA National College for Digital Skills at Tottenham Hale say if Northumberland Park joins the Aldridge Education MAT, the opportunities for collaboration are enhanced, which will be mutually beneficial. College of Haringey, Enfield and North East London says it look forward to a continuing strong partnership with the school. Haringey Sixth Form College says it looks forward to a continuing productive partnership. Lee Valley Primary school says it wants to make sure to continue the excellent relationship and links.
- 4.95 The staff comments about the Vale are puzzling given the clear commitments in the consultation documentation.

The consultation documentation also commits the school to continuing close links with local primary and secondary schools as part of the Haringey family of schools. Aldridge Education has made clear that they support its schools commitment to local cooperation and participation in resourcing and support arrangements locally that are of value. It has also indicated that it is also interested in discussing with local authorities and schools in the areas of its academies way in which it can offer access to its training and development opportunities such as its middle management development where this can be of value.

5. EQUALITIES IMPACT ANALYSIS

- 5.1 The school produced a draft Equalities Impact Assessment as part of its consultation materials (set out in Appendix B). No comments have been received on it.
- 5.2 It is a required part of the governing body's consideration in relation to a decision made about the proposal.
- 5.3 The governing body is asked to consider and approve the statement.

6. OTHER MATTERS FOR CONSIDERATION BY THE GOVERNING BODY

Due diligence on Aldridge Education

- 6.1 In taking any decision on the proposal the governing body needs to be assured about due diligence checks that Aldridge Education in a fit state to fulfil its stated role and vision as an academy trust.
- 6.2 In the first instance it has the assurance of the Secretary of State's approval in principle of the school's application to be considered to join Aldridge Education.

The DfE carries out a due diligence check of any receiving Trust for a proposed converting school to ensure it is satisfied that it is in a fit state to receive and support a school as an additional academy.

- 6.3 This includes financial checks on the Trust's stability and liabilities, checks on its governance arrangements and checks on its capacity to manage.

Finance stability and controls

- 6.4 The governing body has already received some information about the published financial reports Aldridge Education. Subsequently we have held discussions with the Trust to establish its arrangements for securing and maintaining its financial stability. This has established the following:

- Any school entering the MAT must demonstrate that it has a stable and secure financial base to protect the Trust from financial risk. In the event that a school has a debt situation there must be a plan in place to finance and for the school to resolve the debt over a measured and agreed plan of normally up to three or exceptionally five years. This does not preclude schools with deficits joining the Trust provided these provisions are met. An example was given where a school with a historical deficit was being assessed to join the Trust on the basis of a deficit recovery plan which was approved by and funded by the EFA. The Trust's principle is that financial difficulties need to be resolved by the resources for the school concerned with appropriate support and phasing by available means but must not draw upon the resources of other schools for their resolution.
- The Trust manages and monitors its schools accounting and reports monthly to its board on spending in relation to plan. Any concerns about deviations are discussed with the school at an early stage to ensure remedial action is taken.
- The Trust has plans to build and maintain a capital reserve. This will provide resources to meet planned, and occasionally unforeseen, needs for major premises and resources renewal but also provide a possible buffer for revenue funding variations within the principle that schools must resolve their difficulties without cost to other schools. Potentially what this may offer therefore is an additional way, in addition to the EFA forward funding loan scheme phase resolution of difficulties

Standards controls

- 6.5 The Trust has a joint annual planning, target setting, monitoring and assessment cycle with each of its school which operates in relation to key indicators for school performance. It also reviews annually key procedures and systems, governance, health and safety, publication of information etc. to ensure compliance with requirements. Details of the core planning cycle and performance data arrangements are set out in appendix D and discussed earlier in paragraph 4 in relation to Aldridge Education support for standards. Information from all these progress and compliance checks are reported back to the Trust Board at monthly meetings and concerns are taken up with schools to seek remedial action.

Self-assessment, monitoring and capacity to self-correct

- 6.6 The immediate feedback arrangements and monthly monitoring of finance and standards and compliance checks carried out over the year is indicated above.
- 6.7 The Trust is also drafting a policy on triggers for more formal concern and action where either particular problems are not being addressed or there is an aggregate of difficulties in one institution. The purpose of this arrangement is to ensure early and effective action on problems that could seriously undermine progress of provision at a particular school or bring difficulties for the Trust and its other schools. This policy will indicate step wise escalation of responses which could where appropriate include additions to or replacement of senior management or governance.
- 6.8 The Trust will have for next year a development plan which will set out its corporate objectives and targets and also includes its expected targets and progress for its schools. It will include an annual review of short and longer term strategic risk. The Trust board will be accountable for its approval, monitoring and achievement.
- 6.9 The Trust's members who are the Guardians of the Trust's overall objectives and vision will review the achievement of the annual plan at each meeting and have a responsibility to expect remediation of problems and take action in using their power to appoint to the Board if serious action is needed to improve matters.
- 6.10 The purpose of this multi-layered structure in Academy Trusts is to build in resilience to failure by having mechanisms for self-correction of problems. Ultimately the Trust is accountable to the Secretary of State for adequate performance and publishes its annual report and audited accounts annually as well as making regular returns to the EFA and DfE on finance and performance as required by regulation. The Secretary of State can order inspection of Trusts where s/he has concerns, require changes or in extremis cease its funding agreement and direct other arrangements for the maintenance of the schools.

Governance arrangements

Structure of Delegation

- 6.11 The governing body has already had outlined the proposals for delegation within the Trust which include the expectation that within the Trust's Boards ultimate responsibility for approving budgets, targets and outcomes, individual Principals and local governing committees will be expected to propose school development plans and targets jointly discussed with the Trust officers and develop and manage budgets and monitor, evaluate and take ownership of achievement of outcomes. The Trust has now issued its Governance Scheme of delegation and governance structure and these have been circulated separately to governors. They are in line with expectations and reflect Academies Financial Handbook, Articles and the positive contribution that will be made by governors.
- 6.12 A principal element of the revised arrangements is provision of the arrangements for cluster committees to support local cluster schools. One of the resources of a cluster would be a designated executive headteacher but this pre-supposes the existence of a sufficient cluster of schools to justify an appointment. The Trust

has committed that if the proposal for Northumberland Park Community School is approved arrangements will be made to it to receive equitable access to appropriate resources pending the establishment of a local cluster.

- 6.13 Another key aspect of governance for the school if the proposal is approved will be the membership proposed for the local governing committee. Aldridge Education has indicated that if the proposal is approved this should be able to be proposed by May half-term.

RESPONSES TO QUESTIONNAIRE, OTHER RESPONSES RECEIVED AND NOTES OF CONSULTATION MEETINGS

I Responses to questionnaire

Detailed views of Staff

Name:	3. Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	2. Please explain why contributing to the consultation is important to you:	3. Please explain the reasons for your answer:	4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):	5. Are there areas of the school's work that you would like to see strengthened?	6. What do you want to make sure is retained in how the school currently works?	7. Are there any other comments that you would like to make?
Named respondent	No	Have my voice on the possibility of becoming an MAT.	There is no overwhelming evidence that MAT's improve attainment of students in general or students from disadvantaged backgrounds either from Sutton Trust or DfE. The argument for sharing ideas/resources is something that schools can do now with other schools without becoming a MAT. Was not won over by the speeches given at the Staff Consultation meeting.	Academic success; Good teaching; Aspirations and expectations of students; Preparation for college and the world of work; Care and support arrangements for the well-being of students	Academic Success	The good level of pastoral care that students receive; quality of teaching and careers based education/opportunities that students receive.	I like the fact that we are a good community school, we can see this daily and Ofsted confirmed this in their last two inspections. I think that we have a good head teacher who wants students to do well. We have lots of good teachers and students and I cannot see how becoming a MAT will add any significant value to our students or staff.
Unnamed respondent	No	It will effect students, the school and staff	I feel all schools should stay with the LA	Academic success; Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work; Care and support arrangements for the well-being of students		support for of the students	

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Unnamed respondent	No	I care deeply about the future of the school in the long term	<p>I strongly feel as though academisation is a negative phenomenon in itself, but particularly for a school like ours that is so deeply embedded in its community, I think it would be a grave mistake in the long term to put ownership in the hands of a private organisation that comparatively has limited understanding of the school's demographic will inevitably have its own agendas. Statements have been put forward in an attempt to put these worries to bed, however I am not convinced that say, twenty or even thirty years down the line, that this is best decision for NPCS.</p> <p>I am also concerned for the future of the vale school and what the outcome of the process might look like for them.</p> <p>I can definitely see the benefits in becoming an academy. It would be far quicker to 'get things done' at the school level and there is likely to be greater access to funding and resources. However, on balance, I do not want to see</p>	<p>Good teaching; Aspirations and expectations of students; Care and support arrangements for the well-being of students; Special Education provision; Community Education classes, activities and community use of facilities</p>	<p>Sharing of practice and resources. Cross-collaboration and more communication between departments.</p>	<p>It's connection with the community and the SEN support it provides towards its students</p>	

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			our school being taken over by an external force and becoming separated from what life is in Tottenham (similarly to spurs I suppose)				
Named respondent	No			Good teaching			
Unnamed respondent	No	I think that we should all be able to have a say on whether an Ofsted rated 'Good' school is turned into an academy. I think that it is up to the whole community to decide on these things and not just the job of a few people who it will affect the least.	Not at this current time. I would like to see what the GCSE results for this are in light of the changes to the curriculum and in relation to national results. I'm not necessarily against becoming part of a MAT but feel strongly that I would like to see what position we are in a year from now. I am also not sure whether the Aldridge MAT is the right one for us as they do not seem to be able	Academic success; Good teaching; Aspirations and expectations of students; Preparation for college and the world of work; Care and support arrangements for the well-being of students	The academic achievement of our students and the encouragement of students to become more independent and self-motivated learners.	The sense of community within the school and the relationships that students have with teachers. The sense of fun and excitement that is prevalent here and the enjoyment that students get out of being at school.	I really enjoy working at NPCS and I think that, at the moment, it would be a shame to become part of a MAT when we do not need to. I feel that there are many changes happening in Tottenham currently and it is important to create consistency and continuity in the lives of our students; I do not feel that becoming part of a MAT would

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			to provide basic answers to fairly straightforward questions.				provide that consistency.
Named respondent	No	Because it will have a direct impact on my working life!	My union has suggested that I should oppose academisation	Good teaching; Good behaviour expectations; Preparation for college and the world of work; Special Education provision; Arts activities	Attainment	The behaviour system - in particular the referral room and RC	
Unnamed respondent	No	Education needs to address the rights of all the stakeholders, not just the wants and needs of an academy	I am unable to find a benefit to the students or the general staff when handing control from the council to Aldridge.	Academic success; Good teaching; Aspirations and expectations of students; Good behaviour expectations; Visits and other enrichment activities	Attract MAP and become a desired school in Haringey, consistency across staff, student behaviour, offer curriculae and options for students of all abilities (many of the less able should not be sitting GCSE exams where they could instead be learning skills at the appropriate level that will help them have a successful and independent life after school	Staff rights, providing our students with a variety of enrichment opportunities	We will be weaker when we leave the borough, maybe not during the building process but we will be in regards to the learning at NPCS and that is not worth risk. However, I do hope that teachers who are consistently not performing at the expected levels will be replaced easier.

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Unnamed respondent	No	So I can express my views and that they are taken account of before the decision is made.	<p>Changes to workload after TUPE</p> <p>Changes in teachers' pay and conditions after TUPE</p> <p>Restructuring</p> <p>No union recognition</p> <p>Change in cohort of students</p> <p>No protection or safety provided by Haringey if school is restructured</p> <p>Do not believe that Aldridge have the tools to improve schools in inner London as they do not have experience with schools like NPCS.</p> <p>Not convinced they can make NPCS outstanding</p> <p>Feel that this is a rushed consultation period and we have not had enough time to reflect.</p> <p>Should there not been consultation on which MAT we wanted to join?</p> <p>Do not agree with rebranding of school- the staff and students have worked hard to change this image. We have a proud alumni.</p> <p>No evidence that joining an academy can improve results- there are several examples where results have been worse and the schools have been mismanaged</p> <p>As a Community school the local community and it's children is the</p>	<p>Good teaching;</p> <p>Aspirations and expectations of students;</p> <p>Good behaviour expectations; Preparation for college and the world of work; Care and support arrangements for the well-being of students</p>	Parental involvement	<p>Support systems in place via admin, pastoral and site team.</p> <p>Structure of departments</p> <p>Working hours</p> <p>Directed time allowance</p> <p>Union recognition</p> <p>Workload deal</p>	

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			<p>focus of the school however being part of a MAT dilutes that's focus and possibly erodes it to where the school aligns itself with the chain rather than the community. Lack of transparency between Tottenham Hotspur and Haringey regarding the sale of the schools land and joining Aldridge is providing an unhelpful distraction. It is unclear how much Aldridge are benefitting from this rather than the focus being the student</p>				

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Named respondent	No	Valid interest as an employee of the school	Not convinced this MAT is the best for our community or the timing	Academic success; Good teaching; Aspirations and expectations of students; Good behaviour expectations; Visits and other enrichment activities	Academic success especially in English Links with Spurs and other sec schools in Haringey	Enrichment activities Diversity of community (staff and students, links with the Vale	Timing - I'd like to see what HDV proposes for the site / area GCSE results 2017 of proposed MAT Still not had confirmation of London Living Wage payment More clarification on existing Aldridge MAT terms and conditions for new staff erg teaching hours at Kensington longer
Unnamed respondent	No		It is not in the best interest of the students and staff	Good teaching; Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work; Special Education provision	Community and more parental involvement	Students general progress	
Unnamed respondent	No	Because I feel strongly that the school should remain with the Local Authority	I do not think the school should become an academy and also, I do not think Aldridge is the best MAT for our students as they are not good with disadvantaged students.	Good teaching; Aspirations and expectations of students; Preparation for college and the world of work; Care and support arrangements for the well-being of students; Special Education provision	Respect for all staff and students from SLT, compassion and emotional intelligence by SLT, a governing that holds the head teacher and SLT to account when needed, consistency and equal opportunities with removal of nepotism and job creations. Reinforcement of secular	Local authority control.	Good teachers have been coerced into leaving the school and this will be even more likely to continue if we become an academy and retain our leadership team

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					values of the school. Better acceptance of sexual identity and transgender choices made by students.		
Unnamed respondent	No	It is important that NPCS remains under local control rather than an academy chain that is less accountable to Haringey residents	I am not convinced of any benefits for students, the local community, or teachers and support staff. Working for Haringey Council has been of benefit for lower paid staff (support staff) of the school and has given certain guarantees (local and national terms and conditions). The average experience of support staff in academies throughout the country has been that terms and conditions of support staff have gone down whilst the numbers and wages of SLT have increased. Whilst I am aware of TUPE guarantees, no such guarantees can be given for future employees at NPCS. The evidence does not point to Aldridge being able to contribute to the academic progress of the school/students (Progress 8 scores) and particularly to a	Academic success; Good teaching; Preparation for college and the world of work; Care and support arrangements for the well-being of students; Special Education provision	Politeness and good manners throughout the school	To remain a community school under Haringey	Too many questions have been unanswered by Aldridge and the governors. There seems to be an unseemly rush that has no advantage for the students that attend the school and that will attend the school in the future. I do not believe due diligence has been carried out in the run up to and during this consultation. Aldridge seem more focussed on acquiring a new building than in the education support of our students. The governing body do not seem prepared to represent the views of staff and the local community and as such do not have the moral right as a small group of people to permanently change the nature and ethos of NPCS.

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			<p>cohort of our students that are disadvantaged (see Sutton Trust report). When the school has a new building, it will be in a much stronger position to make good choices for itself, controlling its future. A local school, Gladesmore, is giving Tottenham parents the choice to be able to attend an outstanding local authority school. We should aim to do the same.</p>				
Unnamed respondent	No			Aspirations and expectations of students			
Unnamed respondent	No		<p>There are too many unanswered questions, particularly about a solid commitment to the London living wage for all support staff. I cannot support the rush towards joining Aldridge in September 2017 until these questions are satisfactorily answered. Also I feel that the school is already making huge steps in improving provision for students and that if our GCSE results were hitting the Government's highly</p>	<p>Good teaching; Aspirations and expectations of students; Good behaviour expectations; Care and support arrangements for the well-being of students; Special Education provision</p>	Provision for mental health and wellbeing	Terms and conditions for staff and a commitment to the reduction of unnecessary workload	

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			ambitious targets we would not be pursuing academy status . I have heard no satisfactory explanation for how joining Aldridge is going to help us in this regard and fear some draconian measures that will drastically increase workload expectations on an already incredibly hardworking and committed staff.				

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Unnamed respondent	No	Because I care greatly about the students and members of staff at NPCS and it is likely to affect my future employment at the school.	There has been a complete lack of honesty in the approach to becoming an academy, staff, parents and students have not been properly informed and the little information we do have has come in the final stages. Staff have been given little to no information about why this decision is being made at this time (I don't find 'jump before we are pushed' to be a suitable explanation to this) especially as there is contradictory information being shared with us by the council. I am not saying I would be flat out opposed to becoming an academy at some point but this is an irreversible choice that we are being heavily pushed into with a lot of misinformation from all sides. NPCS already clearly has a communication and transparency issue between senior leadership and members of staff, for me a big priority should be fixing this and together having some honest conversations about ways we can together make changes for the school. This 'forced' choice is just adding to this negative feeling. This to me is very saddening	Good teaching; Aspirations and expectations of students; Care and support arrangements for the well-being of students; Special Education provision; Arts activities	The arts. In the current government attitude of cutting funding to arts I think it is very important we maintain a heavy focus on arts as they are essential for creating well rounded pupils and can have a very therapeutic effect on young people. I also think it is very important for NPCS to have a strong permanent SENCO and a large SEN department.	Behaviour policy with referral room. Number of hours on the timetable. Large EAL department.	If I continue to feel this misinformed about changes I am likely to leave the school, and I know I am not alone in this.

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			<p>because I love working with the students and members of staff at NPCS.</p> <p>I also have not yet been convinced (even in the consultation with Aldridge) that there won't be changes to our terms and conditions in future restructurings.</p> <p>We have also not been informed in any way about the future of the Vale school in this change and in my opinion it will be a terrible loss for both students there and at NPCS to not have the close Jen Wilkinson partnership we have.</p>				
Named respondent	No	The decision made about academisation will have a direct impact on myself and the students I teach. I feel that it is part of a teacher's professional responsibility to engage with the	1) In a general sense, I am strongly opposed to what is effectively the privatisation of education. Evidence from academies so far suggests that standards are not being improved and that, in a bid to raise standards, academies often intensify the pressure on staff. I	Good teaching; Aspirations and expectations of students; Preparation for college and the world of work; Holiday and after school activities; Community Education classes, activities and community	Whole school literacy to adapt to the increasing demands placed on students because of the changes to GCSE.		

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		<p>contexts which shape classroom practice in order to be a more effective teacher and to raise levels of attainment.</p>	<p>am very concerned about the high numbers of teachers already exiting the profession and believe that this is in large part due to changes in education policy and practice which are undermining teacher autonomy, and undermining a healthy work/life balance. Although not exclusive to academies, I believe academies often demonstrate the worst aspects of this.</p> <p>2) Although any changes to school finances will not be directly attributable to becoming an academy, given the looming crisis in school funding, I am concerned that moving outside of the LA and collective bargaining processes, leaves me and my colleagues more vulnerable. I think this has an impact on teacher morale and consequently the quality of education for our pupils.</p> <p>3) I do not feel that adequate evidence has been provided of the ways in which attainment will be improved through the expertise provided by Aldridge. One of the arguments made, is that we will</p>	<p>use of facilities</p>			

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			<p>benefit from the expertise of Aldridge- something which is especially necessary given the possible loss of the school improvement officers from the LA. The only concrete evidence of this is the expertise provided by one person who is part of the Aldridge foundation.</p> <p>4) I am concerned that the ethos of Aldridge foundation is not compatible with the values of the school. Of course I agree in general with the entrepreneurial qualities that Aldridge promote. I am concerned though, that the individualistic and competitive values which are promoted when framed as celebrating entrepreneurialism- is actually at odds with the community values that attracted me to the school.</p> <p>5) I am concerned about the timing of the process. I acknowledge the advantage we get in shaping the MAT if we are part of the process from September. However, there are a lot of complex variables that we will be better able to assess if we</p>				

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			<p>delay the process for 12 months.</p> <p>6) I am concerned that the consultation process hasn't given me adequate time to fully reflect on issues which I take very seriously. Irrespective of the outcome of this process, I am committed to being part of the school's journey to outstanding. Even another few days to complete the consultation document would have given me an opportunity to properly engage with the response from Aldridge to the staff questions.</p>				
Named respondent	No	I think the more voices that are heard, the better. Also I want the Head and governors to reconsider.	I am concerned that once we become an academy there will be less job satisfaction, increased workload and an unrealistic expectations for attainment.	Academic success; Good teaching; Aspirations and expectations of students; Preparation for college and the world of work; Parents meetings, parents reports, parental involvement and communications	Academic success is (as always), a work in progress, especially with the new curriculum changes. We could also work from earlier on preparing students for the world of work and share good teaching practices more with a focus on sharing and coaching as opposed to monitoring and observing.	The staff voice should continue to be listened to. Parental involvement is rather good, too. Students' parents are well informed and encouraged to be involved.	It is a shame if we become an academy. The sense of community is strong here and I do feel the Head cares greatly for the students and her staff. I do, however, feel this move is a misguided one and that there are other options that would be more beneficial to NPCS, like using monies that are made available to the school for a new building while rejecting pressure to become an academy. As a member of staff I wish to feel valued and that my contribution, and my

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							voice, is worthy. I don't want to be worried about job security (I know we were told that as long as our job titles don't change; neither does our pay) but should Aldridge decide to rename our job titles and/or restructure, we face a challenge. I like the security of the main scale, the presence of teaching unions, the knowledge of the current pension situation etc. Once those things are threatened, I wonder what the school would be like. I do love the school but am extremely concerned about what, and who, (I'm sure many staff will leave once we officially become an academy official), we stand to lose.
Unnamed respondent	No	We all deserve the right to be heard. The privatisation of the Education system is NOT good for young people or staff.	The education of our students should remain within the responsibility and control of local authorities. There are no indicators as to how the students, staff and community would benefit from the academy status. Aldridge Education MAT have no track record of moving schools from good to outstanding, no track record in supporting the	Academic success; Good teaching; Care and support arrangements for the well-being of students; Special Education provision; Parents meetings, parents reports, parental involvement and communications			

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			minimum wage let alone the London living wage.				
Unnamed respondent	No	All stakeholders need to have their say. As a member of staff I am affected by the outcome of this consultation.	Rushed consultation period. Unions advise against this. Requests made by the unions for further info not given or inadequate responses. Aldridge Trust do not have any outstanding schools, NPCS has higher progress 8 scores than any Aldridge school. No cluster schools in North London to give support. Education should remain under Local Authority control. All staff not protected by TUPE academy may lead to restructuring of roles.	Academic success; Good teaching; Aspirations and expectations of students; Good behaviour expectations; Care and support arrangements for the well-being of students	Academic success	To value staff voice!	To have a proper and meaningful consultation and not to rush this important process. Respond to the Union's questions wholly. Unclear why this transfer is being proposed at this time. <Submitted via hard copy - JRE - 01.04.2017>
Unnamed respondent	No	I have worked here many years and care greatly about the students, staff and wide community of this school. I want the best future for us all!	I don't believe it is the best way forward for us - I feel that staying in Local Authority is better, even if not perfect!	Good teaching; Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work; Care and support arrangements for the well-being of students	SEN. More permanent staff terms and conditions - better all round than temp/support staff for many reasons.	- SEN - More permanent staff terms and conditions - better all round than temp/support staff for many reasons.	- I have not seen any proper evidences that convinces me or even persuades me that Aldridge have got anything whatsoever to offer us that we have not already got the budgets for! <Submitted via hard copy - JRE - 01.04.2017>

Name:	3. Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	2. Please explain why contributing to the consultation is important to you:	3. Please explain the reasons for your answer:	4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):	5. Are there areas of the school's work that you would like to see strengthened?	6. What do you want to make sure is retained in how the school currently works?	7. Are there any other comments that you would like to make?
Unnamed respondent	No	It is important to make my (our) voice, heard. We all work, live, learn together. Our future is in direct connection to our work place and the earnings that allows us to survive. Staff worried about their future are not as productive as they can be. I want the best for our students and all staff.	There is clear evidence that the school as a whole, the students and the staff are not going to benefit from this change. The school would be better of continuing to be a community school. During our academy consultation the guests who were invited to speak could not give a single reason on how will they improve the school, student's results or staff well-being.	Good teaching; Good behaviour expectations; Preparation for college and the world of work; Care and support arrangements for the well-being of students; Special Education provision	I consider every single member of staff a professional and I believe that they are going their job outstandingly. I would like to suggest that the SLTs and the Headteacher show more concern regarding all staff Health and Well-being, respect for all and create a supportive work environment.	The same levels of empathy for our students. Most of them from a difficult background. Support for our SEN students. Respect from our parents. Respect for the cultural diversity. Continue to be inclusive and supportive of all of our students.	<Submitted via hard copy - JRE - 01.04.2017>
Unnamed respondent	No	I have worked for so many years, and I do care about the students, staff and the community of this place. I always will want the best future for everyone.	I don't believe it is the best way to continue, and being a part of a local authority is the best status for all and turning in the other academy it won't benefit us.	Good teaching; Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work; Care and support arrangements for the well-being of students	SEN; More permanent staff for SEN department; It benefits all areas: students support team work etc.	Good staff the show a better level of empathy for our students Support for all SEN students Respect for our parents Respect for the cultural diversity To continue to be inclusive and supportive of all our students.	I have not seen any evidence to share or prove that turning into an academy will benefit the school, members of staff and the community. <Submitted via hard copy - JRE - 01.04.2017>
Unnamed respondent	No		We are happy as a community school	Academic success; Good teaching; Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work	Better communications between staff and SLT; Consistency within whole school - not feeling threatened or intimidated by staff/SLT or senior staff	- LEA - terms and conditions to be the same	- I strongly oppose this school now becoming an academy as this will change the whole school dynamics - The whole school policy and system will also change which will ultimately make for a more demanding, difficult and challenging school

Name:	3. Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	2. Please explain why contributing to the consultation is important to you:	3. Please explain the reasons for your answer:	4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):	5. Are there areas of the school's work that you would like to see strengthened?	6. What do you want to make sure is retained in how the school currently works?	7. Are there any other comments that you would like to make?
							environment. <Su
Unnamed respondent	No		We do not need this chain - we are doing well. Aldridge do not have experience of London schools - Poor academic success in the other Aldridge schools	Academic success; Good teaching; Aspirations and expectations of students; Good behaviour expectations; Care and support arrangements for the well-being of students	More focus on celebrating success of EAL/SEN students e.g. not just celebrating highest achieving GCSE results but progress for some an 'F' is a huge success	- Ethos of community school - Pay and conditions of staff - all staff - the sort of students we currently teaching including SEN, EAL, multi-cultural	<Submitted via hard copy - JRE - 01.04.2017>
Unnamed respondent	No	This is a decision that impacts on the whole school community and as such everyone in this community needs to contribute	We have not been given answers to questions raised about Aldridge - the teacher governors has said they are still waiting for responses to questions. As these are still outstanding, I feel this is a little premature to be at this stage in the consultation.	Academic success; Good teaching; Good behaviour expectations; Care and support arrangements for the well-being of students; Special Education provision	The well-being of staff. All staff need to be treated with the respect they deserve. SEN provision	Staff commitment to our students.	<Submitted via hard copy - JRE - 01.04.2017>
Unnamed respondent	No		The school is doing well and judged good by Ofsted. Why become an academy. Academy Trust do not have good records looking after staff well fare.	Good teaching; Aspirations and expectations of students; Good behaviour expectations; Special Education provision; Parents meetings, parents reports, parental involvement and communications	More mentoring or TA support given to students in all year groups not just in Year 11.	Not become an academy, teachers' terms and conditions will be worse off than with an academy trust. They have very poor record in treating staff.	The school does not need to convert or join an academy as it has no concerns to warrant that need. Academies are not focused about improving staff welfare and well-being nor students. <Submitted via hard copy - JRE - 01.04.2017>

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Unnamed respondent	No		We are happy as a community school	Academic success; Good teaching; Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work	Better communication between staff and SLTs. Consistency within whole school - not feeling threatened or intimidated by staff/senior staff	- LEA - terms and conditions to be the same	- I strongly oppose this school becoming an academy as this will change the whole school dynamics - The whole school policy and system will also change which will ultimately make for a more demanding, difficult and challenging school environment <Submitted by hard copy
Unnamed respondent	No	The consultation is important to me as I have worked at NPCS for a number of years and I want to be certain that the conversion is for the better and not for the worse.	There are currently no schools that are part of the Aldridge Education Multi Academy Trust that have been graded outstanding, so I am uncertain as to how NPCS will become an outstanding school as part of that trust.	Academic success; Good teaching; Aspirations and expectations of students; Good behaviour expectations; Care and support arrangements for the well-being of students	Visits and other enrichment activities; Special Education provision	Staffing structure Rights and responsibility of staff	<Submitted via hard copy - JRE - 01.04.2017>
Unnamed respondent	No	Freedom of choice	- No point, no extra cash for school, more money spent that we do not have - If we leave the academy, no continuation of service. - Still no voluntary redundancy!	Aspirations and expectations of students; Preparation for college and the world of work; Special Education provision; Community Education classes, activities and community use of facilities	Good teaching/academic success		Academisation can be good, if we choose the right academy! <Submitted via hard copy - JRE - 01.04.2017>

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Unnamed respondent	No	As I am part of the school staff, I feel it is part of my role and right to vote.		Academic success; Good teaching; Good behaviour expectations; Preparation for college and the world of work; Sports activities			<Submitted via hard copy - JRE - 01.04.2017>
Unnamed respondent	No	It is my responsibility and my right to contribute and be a team member		Academic success; Good teaching; Aspirations and expectations of students; Preparation for college and the world of work; Care and support arrangements for the well-being of students			<Submitted via hard copy - JRE - 01.04.2017>
Unnamed respondent	No	Because it's all a joke. TUPE is a load of crap	Because look at the canteen. TUPE is not worth the paper it is wrote on.	Good teaching; Care and support arrangements for the well-being of students			It is a joke. Stay as a community school. We are what we are. TUPE is a joke and not worth toilet paper
Unnamed respondent	No		The disadvantages outweigh the advantages - see comment below.	Academic success; Good teaching; Good behaviour expectations; Care and support arrangements for the well-being of students; Arts activities		Rewards and behaviour policy	The disadvantages outweigh the advantages. First because of Tottenham Spurs expansion local families will be displaced to other cities our school will be affected. From the staff meeting, consultation we had on Monday 13th March the representative from Aldridge

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							<p>Academy Trust informed us that if we do not sign up to the school as staff we would be resigning. This is a concerning issue.</p> <p>Aldridge schools in 2015 have below average A*-C grades, therefore this result is not a good indication of their success.</p> <p>Additional disadvantages for Northumberland Park Community School converting to academy status and part of the Aldridge Education Trust are:</p> <p>That as teachers our entitlements can change and we may have to apply for our jobs. Aldridge cannot guarantee other employment in other schools i.e. They have not school in South London, which is too far for many staff.</p>

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							<p>Moreover, Aldridge has not given any confirmation of a London Living Wage, and Terms and Conditions. In Monday's meeting the representative for Aldridge said TUPE could not guarantee the same Teachers - salaries once we leave the Academy school and teach in another school. Aldridge is based in Northern England which is not close to London which is not ideal for liaising with them.</p> <p>Other issues becoming an Academy are: Larger class sizes e.g. 30 students. This is not the best progress for teaching and learning. They set their own Terms and Conditions. Large staff turnover per year (leaving schools)</p> <p>The DFE and Sutton have said Academies are not all successful. Northumberland</p>

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							<p>Park Community School being part of the Local Authority we have financial autonomy, we have collective power with the NUT for our Terms and Conditions and for the rights and life changes of our students. Furthermore, in Academies the lowest paid members of staff do not have good Terms and Conditions. Overall, becoming an academy is not the best way forward for our school and community because of the pertinent points outlined above.</p> <p><Submitted via hard copy - JRE - 18/04/2017></p>

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Named respondent	Yes	As an employee of NPCS and teacher in the school I think it is important to contribute to the consultation. Converting to an Academy will affect myself, the students that I teach and my colleagues.	I support NPCS becoming an academy if it is the right thing for the students that we teach. Having read the consultation documents it would appear that, in the current climate nationally it is the correct route for us as a school.	Academic success; Good teaching; Aspirations and expectations of students; Good behaviour expectations; Providing an all-round safe environment for students that also includes an emphasis on all enrichment, sport and the arts as well as giving our students a broad and invigorating educational experience.	I would like to see a continued rise in the quality of teaching and learning in the school. I have seen standards raise steadily during the last 5 years and I will be keen to see these continue to rise. I also think that we have an opportunity to improve our reputation as a school in the wider community.	Our behaviour policy, our House system, our community spirit and the 'family', friendly atmosphere that we currently have. Although some of these are intangible they are areas of importance to me and I would hate to see NPCS lose its 'identity'.	I believe that as a school NPCS is unique. I have spent my teaching career in London schools and if you count the two placement schools during my training I have had experience of working in five separate London schools. NPCS, without a doubt has been the best school I have worked in. There are a number of reasons for this in my opinion; strong leadership, a community spirit and a clear investment in quality provision, particularly at a pastoral level. When I first arrived at NPCS I was struck by the fact that despite being situated in one of the more deprived boroughs of London the school was calm and purposeful. Students learn and learn well. It is my belief that an investment in the pastoral side of the school is one of the reasons why behaviour is so good in our school. A trickle-down effect is in place and I have seen behaviour for learning continue to improve even in the short time I have

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							<p>been in the school. We are not perfect and we have areas to improve but I do believe strongly that we have to work hard to maintain our identity and autonomy if converting to an academy. Converting to an academy may open up opportunities for us as a school but my over-riding fear is that we could lose the 'personal' touch we currently have. We are a community school in its truest sense and I hope that we can continue to maintain this. Any trepidation I have at converting to an academy is only present in relation my concerns about us losing our identity as a school. In general terms I am not in any way opposed to us making a change for the advantage of our students but I hope that we will approach it with the appropriate level of caution, for the sake of our young people and community.</p>

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Named respondent	Yes	Because I want the best outcome for the school and students	I believe this is the best way forward in the current situation	Good teaching; Aspirations and expectations of students; Good behaviour expectations; Visits and other enrichment activities; Community Education classes, activities and community use of facilities	Attainment in English & Maths	The community feel and ethos, The pastoral system	
Named respondent	Yes	I believe that it is important to give my opinion	I am keen to explore the opportunity for developing business links for our students. I also feel that the LA provide very little support to the school.	Academic success; Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work; Care and support arrangements for the well-being of students		The positive ethos and aspirational students	I really believe that this is the right time for NPCS to join Aldridge.
Named respondent	Yes		Excellent opportunity to further develop the school and support students and the local community	Academic success; Good teaching; Aspirations and expectations of students; Preparation for college and the world of work; Care and support arrangements for the well-being of students		Community spirit and dedication to students	<submitted via paper copy - JRE - 25.03.2017>
Named respondent	Yes	To provide staff with a balanced view of the future.	More accountability for staff who hold the school back and intern more reward for outstanding staff members.	Aspirations and expectations of students; Good behaviour expectations; Care and support arrangements for	Sports activities and preparation for the world of work	Sporting facilities but upgraded and increased importance placed on lesser pushed subjects.	

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				the well-being of students; Parents meetings, parents reports, parental involvement and communications; Holiday and after school activities			
Named respondent	Yes	Future of my workplace	Although I am against the privatisation of schools' agenda, I have a horrible feeling that this is the direction in which schooling is going, and if the school I love is to receive any funding this might be the way it has to go. However, I do think that there might be better academy chains than the Aldridge Education Trust out there!	Academic success; Good teaching; Aspirations and expectations of students; Good behaviour expectations; Visits and other enrichment activities	Consistent behaviour policy across the whole school (parity of expectations in all classes).	Its beautiful community spirit	
Named respondent	Yes	To enable the school to have an overview to facilitate decision making	The head teacher and governors will have greater control and flexibility to manage the school in order to help the school build on its success	Academic success; Good teaching; Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work	Unions working more with the school than trying to undermine its success by seeking to undermine the head teacher	Support for the head teacher and the drive and commitment she engenders	NPCS is an outstanding school and should be allowed to meet its potential by supporting the school management
Named respondent	Yes	To ensure the future standing of the school	We need to become an academy to better safeguard the future status of the school. I am persuaded that the Aldridge MAT is a better fit than other MATs.	Academic success; Good teaching; Aspirations and expectations of students; Care and support arrangements for the well-being of students; Visits and other	Attainment	Ethos and systems	

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				enrichment activities			
Named respondent	Yes	As it will affect my future career		Good teaching; Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work; Visits and other enrichment activities	Behaviour systems and policies	Community spirit	
Named respondent	Yes	It is very important in moving the school onto the next stage of development	The LA is shrinking and we need to be part of an organisation that is going to help us to move forward.	Academic success; Good teaching; Good behaviour expectations; Preparation for college and the world of work; Care and support arrangements for the well-being of students	Attainment	The community aspects	
Unnamed respondent	Yes	To ensure progress happens	It is in the best interests of the students and the school	Good teaching; Aspirations and expectations of students; Good behaviour expectations; Care and support arrangements for the well-being of students	Consistency of teaching	The heart and soul	
Unnamed respondent	Yes			Academic success; Good teaching; Good behaviour expectations			
Named respondent	Yes	Hoping to shape better futures for youth of Tottenham	Conversion to an academy seems to be inevitable. Aldridge at the moment lack the status and track	Academic success; Good teaching; Good behaviour expectations; Sports	Consistency of good teaching. Real improvement in factors that create	The passionate teachers. The friendly, open-minded students.	Everything else I would be happy to see discussed and improved upon.

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			record to impost any ethos other than NPCS.	activities; Staff and student relations provision of community schooling	academic success. School wide adoption of reading s they to exam skills.		
Named respondent	Yes	As a member of staff at the school, I feel it is important that I contribute to such an important decision for the future status of the school.	I believe the school joining the Aldridge Education MAT will hopefully provide the resources and opportunities the school needs in order to continue building on their successes and increase student attainment to rightfully be graded 'Outstanding' by Ofsted.	Academic success; Good teaching; Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work	Student attainment	The 'family vibe' between staff and students.	
Named respondent	Yes	As a member of staff, it will affect me.	As an ex-student of Northumberland Park and now a member of staff, I have seen how the school has developed over the years and believe a conversion into an academy will give the school the additional provision that it needs to become even better.	Good teaching; Aspirations and expectations of students; Care and support arrangements for the well-being of students; Parents meetings, parents reports, parental involvement and communications; Visits and other enrichment activities	Improve translation of the day-to-day documents with the key languages spoken within the school i.e. Somali, Turkish etc.	Cohesive staffing	
Named respondent	Yes		I believe the school will benefit from sharing good practice within the Multi-Academy Trust. It is also an opportunity for the school to rebrand itself and move away from negative perceptions that have been historically associated	Good teaching; Aspirations and expectations of students; Care and support arrangements for the well-being of students; Parents meetings, parents	Special Education provision and consistency in assessing the needs of students.	The community ethos of the school	

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			with the school.	reports, parental involvement and communications; Visits and other enrichment activities			
Named respondent	Yes	As all views are considered ...	1. To lead to better progress and attainment for the students. 2. More opportunities to pool resources 3. More opportunities for across strategic thinking with governors and senior leaders.	Academic success; good teaching; aspirations and expectations of students; care and support arrangements for the well-being of students; stakeholder involvement - this would include the points listed above for parental involvement	Student's attainment	The individualness of the school	
Named respondent	Yes	I work in schools environment and I have managed 30+ Primary Academies and I have seen the benefits first hand and wanted to add my viewpoint.	Working in partnership with other schools will benefit this school as access to other resources will be available. The school will be able to enhance their current curriculum which in turn will benefit the students.	Academic success; Good teaching; Preparation for college and the world of work; Care and support arrangements for the well-being of students; Special Education provision			
Named respondent	Yes	To have a voice	NPCS is currently a good school - with the right support, the school could improve its GCSE results and become an outstanding school. Also it's important that the school creates an	Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work; Care and support	Academic success and good teaching/teachers	ethos	

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Named respondent	Yes	Staff voice	<p>environment for all students to achieve their best potential and having the opportunity to work and be a part of an academy trust, that focus on their students and community - I believe will be a positive outcome all around.</p> <p>After reading the consultation documents and attending the staff meeting, hearing the invited speakers from Aldridge [Chris] present, I believe the school will benefit from merging with Aldridge.</p>	<p>arrangements for the well-being of students; Special Education provision</p> <p>Academic success; Good teaching; Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work</p>		Community ethos	
Named respondent	Yes	The future of the school	The support and strategic development of the school with partners of like vision	Academic success; Good teaching; Aspirations and expectations of students; Preparation for college and the world of work; Care and support arrangements for the well-being of students	Partnership with other schools	Preparation for college and the world of work	

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Named respondent	Yes		The same ethos as the school			The same ethos	<Submitted via hard copy - JRE - 16.04.2017>
Named respondent	Yes	We have to put the children and parents first	I want the MAT to help us improve	Academic success; Good teaching; Aspirations and expectations of students; Good behaviour expectations; Care and support arrangements for the well-being of students	Continue to improve high expectations for all students - why there are none. Standards of attainment	Good behaviour of students	<Submitted via hard copy - JRE - 16.04.2017>
Named respondent	Yes	To ensure that my opinion is taken into account.	I think that it will bring about benefits for all: students, parents and staff. It will further support and aid the school on its journey to being outstanding in all respects.	Academic success; Good teaching; Aspirations and expectations of students; Care and support arrangements for the well-being of students; Special Education provision	Increasing student attainment at KS4	The ethos and the sense of community; putting the students first.	

Detailed views of parents

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Named respondent	No	Northumberland Park the only community school in my area that we actually get a chance of getting due to distance	This will impact the choice when my next child starts secondary. Aylward academy is the only other choice which I do not like as it's an academy. There is no chance of an Edmonton n18 child getting into a community school other than Northumberland Park. Tottenham is also not Brighton or Lancashire and the children are also different. Your results are getting better if u work harder which u seem to do for low achievers. The lack of homework and teacher morale is what as a parent I can see you need to tackle. If you become an academy my other children will probably not be joining you. Education is not a business which I feel that an academy is. I hope you will reconsider. Thank you	Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work; Care and support arrangements for the well-being of students; Visits and other enrichment activities	Homework and teacher morale, more encouragement for the top set of children, I do not believe you push them enough. Also teachers that were brought up in Tottenham.	everything	please don't do it
Named respondent	No	Because I am doing what is best for my child.	I do what is best for my child	Academic success; Sports activities; Arts activities; Visits and other enrichment activities; Holiday and after school activities	no	it stays the same	no

Name:	3. Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	2. Please explain why contributing to the consultation is important to you:	3. Please explain the reasons for your answer:	4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):	5. Are there areas of the school's work that you would like to see strengthened?	6. What do you want to make sure is retained in how the school currently works?	7. Are there any other comments that you would like to make?
Named respondent	No			Good teaching; Preparation for college and the world of work; Parents meetings, parents reports, parental involvement and communications	Yes	Everything to stay the same.	No <submitted via paper copy - JRE - 25.03.2017>
Unnamed respondent	No	Because NPCS is very good school and doesn't need to apply to become an academy. NPCS should be left alone and stayed as it is, rather than changing it to academy when there is no need to change.	As I mentioned earlier, NPCS is a very good school. Students are learning and achieving well and also they are happy in school as it is, so as the parents, so, why change to academy.	Academic success; Good teaching; Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work	Everything is better and excellent and also improving more every year. For this, there is no need for academy, NPCS should be and stay as it is.	There is nothing to retain because we don't want to become an academy. NPCS is excellent enough the way it is being none. It's better for students and parents feel it's excellent for their children. So please hands off academy.	No to academy, leave NPCS alone, leave NPCS as it is. Community and parents are happy the way it is. No need for any changes. <submitted via paper copy - JRE - 25/03/2017>
Named respondent	No	Because I am totally against the academy because academy has 100% business model. There is a fear that education treat as a business.		Good teaching; Good behaviour expectations; Care and support arrangements for the well-being of students; Sports activities; Community Education classes, activities and community use of	Teacher's morale to be strengthened and good quality teachers to be employed.	Leave this School as a school not academy	Why don't school try to get more funding (recently in budget allocation for grammar school) and become a grammar school or leave as a local well known community

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				facilities			school?
Named respondent	No	biscuit	don't worry	canteen	everywhere	water type	yes
Named respondent	Yes	Any issue about my child future is important	I agreed with governing body that helps to improve our children's education	Academic success; Good teaching; Aspirations and expectations of students; Preparation for college and the world of work; Parents meetings, parents reports, parental involvement and communications	No		
Named respondent	Yes	My child is coming to the school	it would get better because they would be teachers can't care about the students and help students out not like some of the teachers that just left the school in the middle of a controlled assessment and made my child struggle.	Preparation for college and the world of work	the food in the canteen is worse than before	the system because the school is below national average in success	
Named respondent	Yes	To give my view	From what I have heard I am thinking this is a better fit my daughter's education.	Academic success; Good teaching; Aspirations and expectations of students; Preparation for college and	Continuity of teaching when other teachers are off	Facilities and community workshops	

Name:	3. Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	2. Please explain why contributing to the consultation is important to you:	3. Please explain the reasons for your answer:	4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):	5. Are there areas of the school's work that you would like to see strengthened?	6. What do you want to make sure is retained in how the school currently works?	7. Are there any other comments that you would like to make?
				the world of work; Community Education classes, activities and community use of facilities			
Named respondent	Yes	To put forward my opinion	Want the best education for my child	Academic success; Good teaching; Good behaviour expectations; Care and support arrangements for the well-being of students; Sports activities	Security	Everything	
Named respondent	Yes	It's important to put your point across	Best interest of children better stability for them	Academic success; Good teaching; Good behaviour expectations; Care and support arrangements for the well-being of students; Special Education provision	Respect		
Named respondent	Yes	Point across	Feel it will be better for my son and when my daughter will come in September	Academic success; Good teaching; Good behaviour expectations; Preparation for college and the world of work; Care and support arrangements for the well-being of students		Community like swimming etc.	

Name:	3. Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	2. Please explain why contributing to the consultation is important to you:	3. Please explain the reasons for your answer:	4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):	5. Are there areas of the school's work that you would like to see strengthened?	6. What do you want to make sure is retained in how the school currently works?	7. Are there any other comments that you would like to make?
Named respondent	Yes	As it concerns my child, I think it's only fair that I am given the option to voice my opinion.	Becoming an academy will strengthen the student's educational ability which will enable them to excel in whatever career path they choose to pursue.	Good teaching; Aspirations and expectations of students; Good behaviour expectations; Care and support arrangements for the well-being of students; Special Education provision	I would like to see maths and English strengthened	The overall care and support that the teachers give to my child	Northumberland Park Community School is a good school and with the help of the Aldridge Education Trust, I think they will perform even better. <submitted via paper copy - JRE - 25.03.2017>
Named respondent	Yes	It is important because every view counts, and as being transparent and pragmatic, it is necessary to have different ideas and views for a very successful consultation.	I support it because by joining the Aldridge Education Multi-Academy Trust it enhances my child's achievement and it brings prosperous future for her.	Good teaching; Aspirations and expectations of students; Preparation for college and the world of work; Care and support arrangements for the well-being of students; Parents meetings, parents reports, parental involvement and communications	More computers should be added to the library; Out of school trips for educational purposes; More sports activities after school club	I would like to keep the swimming pool and the catering systems	I just want this good school to become an outstanding one. <submitted via paper copy - JRE - 25/03/2017>
Named respondent	Yes	Because I don't want the school to be closed and moved to another place	Because it might improve the school and I had previous children that went here	Academic success; Good teaching; Aspirations and expectations of students; Preparation for college and the world of work; Parents meetings, parents reports, parental involvement and	Safety of pupils	Parent evenings continued. Keep the same level of education	<Submitted via hard copy - JRE - 01.04.2017>

Name:	3. Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	2. Please explain why contributing to the consultation is important to you:	3. Please explain the reasons for your answer:	4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):	5. Are there areas of the school's work that you would like to see strengthened?	6. What do you want to make sure is retained in how the school currently works?	7. Are there any other comments that you would like to make?
				communications			
Named respondent	Yes	To have a voice	NPCS is currently a good school - with the right support, the school could improve its GCSE results and become an outstanding school. Also it's important that the school creates an environment for all students to achieve their best potential and having the opportunity to work and be a part of an academy trust, that focus on their students and community - I believe will be a positive outcome all around.	Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work; Care and support arrangements for the well-being of students; Special Education provision	Academic success and good teaching/teachers	ethos	
Named respondent	Yes		I think academies do better, that's because they have different tactics.	Good teaching; Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work; Care and support arrangements for the well-being of students	After school clubs, home work	Discipline	No
Named respondent	Yes	Because there is an opportunity that this school will be known as a good school in the public	Because as I said there is an opportunity that it will become better	Academic success; Good teaching; Good behaviour expectations; Special Education provision; Parents	The look of the school from the inside and outside	I don't know because it has been 2 terms since my child started	<Submitted via hard copy - JRE - 16.04.2017>

Name:	3. Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	2. Please explain why contributing to the consultation is important to you:	3. Please explain the reasons for your answer:	4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):	5. Are there areas of the school's work that you would like to see strengthened?	6. What do you want to make sure is retained in how the school currently works?	7. Are there any other comments that you would like to make?
		because now it is known as a 'bad' school in the public		meetings, parents reports, parental involvement and communications		NPCS	

Detailed views of students

Name:	3. Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	2. Please explain why contributing to the consultation is important to you:	3. Please explain the reasons for your answer:	4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):	5. Are there areas of the school's work that you would like to see strengthened?	6. What do you want to make sure is retained in how the school currently works?	7. Are there any other comments that you would like to make?
Named respondent	No	It is important because it decide on my path in education.	I don't think our school should change to an academy because our school will have to change areas and uniforms furthermore due to us not being controlled by the government the school is able to change the time and date of holidays.	Good teaching; Aspirations and expectations of students; Good behaviour expectations ;Care and support arrangements for the well-being of students; Community Education classes, activities and community use of facilities	not being tough on people how come late and people who come to school wearing the wrong uniform or that come school with trainers I think we should be allowed to wear black trainers to school and referral .For example being sent to referral for stupid reason like leak of equipment and chewing gum.	Keeping everything the same except for some rules like being allowed to chew gum and not changing the fact we are allowed to use our phones outside lesson time only at break and lunch times because due to us being connected with a different school the same rules and activities may not apply.	Please don't make this a academy because it would mean that we would move schools and majority of the people how went to Northumberland Park won't be able to go all the way to our new destination meaning that the school will see maybe 20 percent of the children who went to NPCS originally.
Named respondent	Yes		Because it will have more room and we can have 2 libraries for Js2 and Ks 3	Academic success; Good teaching; Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work	There should be bigger corridors for placing lockers	Swimming pool technology department and computer science places	Improve on teaching and bigger and better school
Named respondent	Yes		Not sure	Good teaching; Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work; Care and support arrangements for the			Need school lockers

Name:	3. Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	2. Please explain why contributing to the consultation is important to you:	3. Please explain the reasons for your answer:	4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):	5. Are there areas of the school's work that you would like to see strengthened?	6. What do you want to make sure is retained in how the school currently works?	7. Are there any other comments that you would like to make?
				well-being of students			
Named respondent	Yes	Because it makes a change in our school and how it acts and upgrades.	Because they make the school better and more interesting and maybe it's something different.	Good teaching; Aspirations and expectations of students; Preparation for college and the world of work; Care and support arrangements for the well-being of students; Community Education classes, activities and community use of facilities		The support they give to students but more stronger.	
Named respondent	Yes		There would be more opportunities for us the students. Also academies offer much better education.	Academic success ;Good teaching; Care and support arrangements for the well-being of students; Parents meetings, parents reports, parental involvement and communications; Visits and other enrichment activities	Changing rooms...better ventilation	The school hours/times	<Submitted via hard copy - JRE - 01.04.2017>
Named respondent	Yes		It would be more successful in achievement	Academic success; Good teaching; Good behaviour expectations; Care and support arrangements for the well-being of students; Holiday and after school	Stricter on children, behaviour, homework (more), bigger punishment and rewards according to pupils/behaviour	After and before school breakfast, a lot of activities for children, help for students if they need any.	<Submitted via hard copy - JRE - 16.04.2017>

Name:	3. Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	2. Please explain why contributing to the consultation is important to you:	3. Please explain the reasons for your answer:	4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):	5. Are there areas of the school's work that you would like to see strengthened?	6. What do you want to make sure is retained in how the school currently works?	7. Are there any other comments that you would like to make?
				activities			

Detailed views of other education institutions

Name:	3. Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	2. Please explain why contributing to the consultation is important to you:	3. Please explain the reasons for your answer:	4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):	5. Are there areas of the school's work that you would like to see strengthened?	6. What do you want to make sure is retained in how the school currently works?	7. Are there any other comments that you would like to make?
Helen Glass	Yes	As a colleague Head, I feel a sense of shared responsibility for the outcome, for all students in Haringey although of course I am only accountable for my own cohorts. If joining this particular MAT provider, the additional support and resources to take the school to where it aspires to be, that can only be a positive step to take. I know how passionate and determined the Head is to provide the best possible environment for the best possible outcome.	As already stated, I believe this move will enable the school to achieve its long held ambition to become outstanding, not just for Ofsted but every day.	Good teaching; Aspirations and expectations of students; Good behaviour expectations ;Preparation for college and the world of work; Special Education provision	I'm not able to comment on this.	The Headteacher and her team!	<submitted via paper copy - JRE - 25/03/2017>
Mark Smith	Yes	ADA, The National College for Digital Skills is keen to develop a closer working relationship with Northumberland Park. We have been consistently impressed with the curiosity and enthusiasm of teachers and staff. In addition, ADA has an established relationship with the Aldridge Foundation that we are	If Northumberland Park joins the Aldridge Education MAT, the opportunities for collaboration are enhanced, which will be mutually beneficial.	Academic success; Good teaching; Preparation for college and the world of work; Care and support arrangements for the well-being of students; Special Education provision	ADA would like to support the school to increase the quality of Computer Science teaching and digital skills provision more broadly.	The strength of the relationship with ADA that already exists. E.g. Year 10 students visiting ADA to provide feedback on Ada's student work and post-16 progression	Ada's leadership team would enjoy the opportunity to meet with Monica and her team in the near future to identify, plan and the implement opportunities for further

Name:	3. Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	2. Please explain why contributing to the consultation is important to you:	3. Please explain the reasons for your answer:	4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):	5. Are there areas of the school's work that you would like to see strengthened?	6. What do you want to make sure is retained in how the school currently works?	7. Are there any other comments that you would like to make?
		keen to grow and enhance.				pathways.	collaboration.
Jean Fawcett and Russ Lawrence	Yes		See letter from CoG and Principal dated 27.03.2017				See letter from CoG and Principal dated 27.03.2017
Sarah McLay	Yes	At Vale Special School, we work closely with Northumberland Park Community School	I can see the advantages of working closely with an innovative Multi Academy Trust, who tailor their support according to the needs of the school and community.	Good teaching; Aspirations and expectations of students ;Preparation for college and the world of work; Care and support arrangements for the well-being of students; Special Education provision	The already strong partnership with Vale School enables students from both schools to benefit from working and socialising together and learning from each other. There are always ways of improving and strengthening the partnership further, which could support NPCS SEN provision as well. I am pleased that Aldridge addresses the partnership in their open letter and therefore am encouraged that we will continue to work together, whatever your status is.		
Andy Forbes	Yes	The school is an important link school for the College	I think it will greatly strengthen the school's financial position and enable a	Academic success; Good teaching; Aspirations and expectations of students; Preparation	Careers guidance and information about apprenticeships.	The strong local community focus and sense of aspiration.	I look forward to a continuing strong partnership with the school.

Name:	3. Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	2. Please explain why contributing to the consultation is important to you:	3. Please explain the reasons for your answer:	4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):	5. Are there areas of the school's work that you would like to see strengthened?	6. What do you want to make sure is retained in how the school currently works?	7. Are there any other comments that you would like to make?
			focus on sustained improvement. I also like the focus on "entrepreneurial education".	for college and the world of work; Care and support arrangements for the well-being of students			
Maria Kokotsis	Yes	As the Headteacher of a primary school - this will have a direct impact for all stakeholders in our community. It is important that the contribution of a major stakeholder is taken into account.	In the current educational climate this is the best option- especially as the majority of secondary schools are already Academies.	Academic success; Good teaching; Aspirations and expectations of students; Good behaviour expectations; Preparation for college and the world of work		Conditions and pay not to be altered for teachers. Workload - particularly with expectations for marking To continue the excellent relationship and links with Lea Valley Primary.	To strengthen our links, in particular around STEAM and Science <Submitted via hard copy - JRE - 18/04/2017>

Detailed views of others

Name:	3. Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	2. Please explain why contributing to the consultation is important to you:	3. Please explain the reasons for your answer:	4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):	5. Are there areas of the school's work that you would like to see strengthened?	6. What do you want to make sure is retained in how the school currently works?	7. Are there any other comments that you would like to make?
Named respondent (Self-description-local parent of pupil not attending the school)	Yes	important to have local views	I think it's about choice and supporting the school to do better	Academic success; Good teaching; Care and support arrangements for the well-being of students; Community Education classes, activities and community use of facilities			
Named respondent (Self-description - School Contractor who is unlikely to be retained under the proposal)	Yes	My contribution is from an informed perspective. I am a long serving chair of governors of a maintained school as well as a Trustee on two MATs	<p>The potential benefits are huge for all stakeholders and particularly for pupils and staff (both at NPCS and in the other AE schools). I fully acknowledge the concerns that have been expressed to date (they are commonly raised) and hope that the Trustees are able to give guarantees at the outset that meet these concerns.</p> <p>The AE MAT appears to consist of schools of a similar current Ofsted status to NPCS who are on a similar journey of improvement. Collaboration, here, offers the potential for greater, faster and wider success.</p> <p>Although the Foundation is well established, the MAT is relatively recent and thus NPCS has an opportunity to influence its establishment and ensure that local needs are catered for.</p> <p>I note that the CEO's pay is currently modest when compared to the pay of the CEO's of similarly sized MATs which should mean that</p>	Academic success; Good teaching; Care and support arrangements for the well-being of students; Special Education provision	Teaching & Learning and pupil attainment	The community focus of the school is impressive and a real asset and I would wish for that to be retained	I wish the school the very best for its future whatever decision is made

Name:	3. Do you support NPCS becoming an academy as part of the Aldridge Education Multi-Academy Trust?	2. Please explain why contributing to the consultation is important to you:	3. Please explain the reasons for your answer:	4. In your opinion what are the most important aspects of Northumberland Park Community School (tick up to five which you think are the most important):	5. Are there areas of the school's work that you would like to see strengthened?	6. What do you want to make sure is retained in how the school currently works?	7. Are there any other comments that you would like to make?
			<p>there is more investment in supporting the schools of the MAT.</p> <p>The stated aims of the AE MAT are clearly ambitious and represent significant "wins" for pupils and in turn the local community.</p>				

II Letters received in response to consultation

1 Joint Letters from four of the recognised trade unions:



Joint Union Response to Consultation under s5 Academy Act

We the undersigned wish to register our concern and opposition to the proposed transfer of Northumberland Park Community School to Aldridge Education, a multi-academy Trust.

We are in principle against the government's program of academisation as we believe that as a public service, the education of our children should remain within the responsibility and control of local authorities. We believe the transfer of our schools into private control represents an attack on local democracy and will only result in a fragmentation, segregation and inequality.

In Northumberland Park the situation is exacerbated by the highly contentious 'Haringey Development Vehicle' – which, if it goes ahead, will see the demolition of local housing estates and significant disruption of the local community for a number of years to come. Whilst Mike Clayden was keen to play down the possibility of a reduction in pupil numbers, he admitted that 'no-one knows' what will happen – so how can the local community make informed decisions in such an environment?

This public consultation opened on 27 February, although the Unions did not receive the paperwork until a few days later as the school chose to send them out in hard copy rather than use email. It is due to close on 31 March. We believe this is an inadequate length of time given the complexity of the situation. Consultation has been conducted by a single meeting each for staff, Unions and the public, along with a questionnaire. We believe this is tokenistic with no genuine intention to engage in meaningful dialogue. At joint union consultation meetings held on 15 March, we made a number of requests for further information about the decision-making process, the circumstances leading to selection of Aldridge Education, and the terms and conditions of staff working in their schools - none of which have been responded to adequately or at all to date. As a result of this information not being made available to unions we would like to formally request an extension to the consultation period which would allow us and our members to engage in consultation from an informed position.

Whilst there is no statutory requirement for consultation under the Academies Act to take a specific amount of time, there are a number of well-established principles in case-law around the requirement for *adequate information* to be provided, *adequate time* given to respond – and the requirement for any such response to be '*conscientiously*' considered by the decision maker. R v Brent LBC ex p Gunning (1985) 84 LGR 168. Furthermore if the information provided is incorrect or misleading, or does not give the true reasons for putting forward the relevant proposals, this may also constitute a sufficient flaw in the consultation process to lead to the quashing of the decision via Judicial Review. The joint Unions will be seeking legal advice on this possibility as we believe this consultation exercise to be fundamentally flawed.

- 3) We do not believe that the proposed academy transfer is in the interests of our existing pupils, because:
 - a) There is no evidence at all that Academies improve outcomes for students as a result of conversion. Even Schools minister Nick Gibb has conceded this point when he said "This government does not believe that all academies and free schools are necessarily better than maintained schools." Indeed, Northumberland Park has higher Progress 8 scores currently

as a community school than the Aldridge trust has achieved in any of its Academies to date. In fact in the Sutton Trust report "Chain Effects"(2016) which reviewed how well disadvantaged pupils achieve in Academy Chains found that the Aldridge Trust were one of the eight chains where attainment and improvement were well below the mainstream average

- b) The glossy Aldridge brochure is not representative of the reality of the picture across the trust, particularly in relation to the claims that Aldridge would be best placed to move NPCS forward in terms of pupil attainment and achievement. For instance, there is no mention of the Isle of Portland Aldridge community Academy which has been placed into special measures and issued with a warning notice. The latest Ofsted report judged the school as inadequate in every area and stated explicitly that: "Senior *leaders have to receive adequate support from the academy sponsors to enable them to improve teaching and learning, and raise achievement.*" This Ofsted report followed hot on the heels of the October announcement from Aldridge that: "*we would be standing aside as sponsor of [IPACA on Portland, Dorset](#), following agreement that the school needed the support of a multi-academy trust with more resources locally than we could deploy as we do not have a cluster of schools in the South West.*"
 - c) Likewise, Aldridge does not have a cluster of schools in North London. Whilst they have made assurances that they would be able to provide school improvement services, teaching expertise etc. in Haringey, as a single school cluster it is hard to see how this could be achieved. If Aldridge fail to expand in Haringey, we are very concerned that NPCS may end up in the same situation as Portland.
 - d) We also believe that the school's leadership and governing body have been exaggerating the financial advantage of academisation. During a consultation meeting with Support Staff Unions Aldridge and the Chair of governors were asked to confirm whether the act of Academisation would generate a single penny in new money, both parties confirmed this was not the case as there were no longer any additional funds offered to Academies as compared to maintained Schools. Nearly all school services are now traded and schools have autonomy to sign up to the services they feel best meet their needs and budget. This freedom would be lost as these key financial decisions would be devolved to Aldridge. This is heralded as key to exploiting economies of scale through the Trust but we dispute the financial impact of this, particularly given the dire projections for future pupil funding under the proposed National Funding Formula, which will disproportionately impact upon schools which have traditionally received a high rate of funding connected to deprivation factors. We doubt the ability of the Aldridge Academy Trust to navigate the financial turmoil that currently threatens to engulf schools like Northumberland Park if the proposals go ahead.
- 4) We do not believe that the proposed academy transfer is in the interests of our staff because:
- a) Academies are private employers who are not bound by national terms and conditions. They are free to set their own terms and conditions for staff not protected on TUPE. This is likely to create a two-tier workforce, and over time see the erosion of pay and conditions. We are particularly concerned erosion of the commitment to the London Living Wage (which is currently enshrined in terms and conditions as a result of the School's status as a maintained Community School) and repeated attempts to seek assurances in this area have been met with silence.
 - b) While Aldridge have indicated a continued commitment to National Terms and conditions for support staff it needs to be recognised under the NJC Agreement these are not completely determined nationally, in NPCS (in common with other Community Schools) these are supplemented and improved by local negotiations held with the local authority/Schools Consultative Group. These local negotiations have resulted in conditions which are in excess of those determined nationally so a commitment to retaining National Conditions of service will in no way remove our concerns.

Our experience in the majority of Academies is that whilst lower paid staff see wages and conditions fall the higher paid staff enjoy higher wages.

- c) TUPE protection is limited – an employer can now rely on Economic, Technical or Organisational reasons to vary terms and conditions. It is also common to use a ‘restructure’ to move staff onto new contracts. The recent Alemo-Herron Judgement and amendments to the regulations in domestic legislation created a static not a dynamic approach to future improvements negotiated by predecessor negotiating bodies. In other words TUPE does not guarantee future access to improvements negotiated.
- d) Academies can set their own curriculum and do not have to employ qualified teachers. This is likely to drive down professional standards and teachers’ pay.
- e) Whilst continuity of service is maintained for the purposes of redundancy pay, if an employee moves from the academy back into local authority employment they will need to accrue a further 2 years employment for other employment rights, such as protection from unfair dismissal etc.
- f) Given the potential for disruption to the school population - and thereby funding - due to the HDV, we doubt Aldridge’s ability to redeploy staff in a practical manner should it be needed, given that their nearest academy is in Kensington, and their next nearest in Brighton.

Conclusion

For the above reasons, we the undersigned believe this is the wrong move at the wrong time. The proposed redevelopment of the area is creating huge uncertainty over what the population in the immediate surrounding area will look like in the future. We fear that there is a very real risk of falling pupil roles in the short term as the local estate is decanted and demolished. We are also concerned about the make-up of any future housing in the area and the viability of that housing in sustaining a secondary age school population large enough to ensure the long-term future of the school. We note that the council have committed to redeveloping the school and have allocated significant funds to this aim which are NOT contingent on any academisation being sought.

We also have reason to believe that the education landscape in the Northumberland Park ward could be dramatically altered by the potential addition of an all through academy at St Paul’s and all Hallows as well as the proposed PAN alterations across other Haringey Schools. It is our view therefore that that the interests of both staff and students are better protected by staying within the Local Authority family of schools where there will be the ability to better accommodate fluctuations in pupil numbers and staffing. Furthermore, we are concerned about the stated intent of Aldridge to form a cluster of schools in Haringey as this may represent a threat to other community schools currently under local authority control. It is our view that the expansion of academisation within Haringey would only represent a further erosion of our state education system, a decline in educational standards for pupils and erosion of terms and conditions for staff.

Yours sincerely,

Julie Davies	Ed Harlow	Sean Fox	George Sharkey	Lisa Crivello
NUT	NUT	UNISON	GMB	ATL

2 Letter from the Chair and Principal of the Haringey Sixth Form College

White Hart Lane, Tottenham, London N17 8HR
Tel: 020 8376 6000 www.haringey6.ac.uk
Principal: Russell Lawrence BA Hons PGCE (QTS)



27 March 2017

Sent Via Email: consultation@northumberlandpark.haringey.sch.uk

Monica Duncan
Headteacher
Northumberland Park Community School
Trulock Road
London
N17 0PG

Dear Monica

Re: academy consultation

We would like to support the proposal that Northumberland Park converts to an academy as part of Aldridge Education multi academy trust.

The reasons given in the consultation papers seem very sound and there appears to be an excellent fit between the ethos and aspirations of the school and the trust.

We hope very much that you gain the approval to go ahead, particularly for the benefits expected for our local young people.

We also look forward to a continuing productive partnership between Northumberland Park and Haringey Sixth Form College.

With our very best wishes

Jean Fawcett
Chair of Governors/Directors

Russ Lawrence
Principal

Haringey Sixth Form Education: A Company by Guarantee Company Registration No: 835765
Registered Office: Haringey Sixth Form Education, White Hart Lane, Tottenham, London N17 8HR



3 Email from Acting Chief Executive of the London Borough of Haringey

“Dear Monica

Thank you for the consultation documents regarding Northumberland Park Community School’s proposal to join the Aldridge Trust.

As has been made clear in the attached statement of Haringey values, the Council’s over-riding objective will always be to ensure all our children can benefit from outstanding education. That is the litmus test by which we will judge any school’s proposal to change its governance.

Where the rationale and evidence base is clear that converting to academy status will indeed support that objective of providing more Haringey children with an outstanding education, then we will support you embarking on such changes.

I am therefore heartened to understand that your school is using exactly these shared values to drive your consultation and your decision-making process. And I am particularly pleased that both the school and the Aldridge Trust have stated so clearly their support for the ongoing co-location of The Vale School that makes the Northumberland Park campus such an inclusive one.

Regardless of the outcome of that process, and of your future governance status, we very much hope that Northumberland Park will remain an active part of the Haringey family of schools, and continue to support these shared values. As you know we have been working closely with all schools for some time now to ensure that there is a sustainable schools-led vehicle for school improvement in Haringey - regardless of changes in central government funding and policy. For that work to be successful we want all schools to play a part - primary, secondary, special, community, VA and academy.

Our continued partnership is also particularly important in the context of the regeneration of Tottenham, which the school is of course very much at the heart of.

Zina
Zina Etheridge
Acting Chief Executive

“Statement of Haringey values for schools considering academy status

Some headteachers and governors have requested direction on Haringey council’s policy position with regard to both academies and MATs. The Council’s over-riding objective will always be to ensure all our children can benefit from outstanding education. That is the litmus test by which we will judge any school’s proposal to change its governance.

Where the rationale and evidence base is clear that converting to academy status will indeed support that objective of providing more Haringey children with an outstanding education, then we will support schools embarking on such changes.

We are rightly proud of what the Council and Haringey schools have achieved together in recent years. Our children’s education outcomes have risen from below national averages to above them; and all of our special and secondary schools and 94% of our primary schools are now rated good or better by Ofsted. Regardless of the governance status of individual schools, we are determined to maintain a collaborative model of partnership working between both the Council and schools, and between individual schools and MATs across the borough. We believe that partnership approach has been key to our recent improvements and successes.

We also believe that we have a common set of values in Haringey that have enabled and empowered that partnership. We would therefore encourage any school considering academy status to confirm its ongoing support for these values:

- An unambiguous commitment to comprehensive and inclusive education open to children regardless of ability or background
- Uncompromisingly high aspirations and expectations for *all* pupils, with particular regard to those with SEND and Looked After Children
- Being an active partner in the local Haringey community of schools, committed to sharing and developing outstanding practice
- Delivering a broad and balanced curriculum which is designed to ensure all pupils have the skills required to meet employment needs of the future
- If joining or establishing a Multi-Academy Trust (MAT), a clear track record within that MAT of supporting other schools to improve
- Supporting the closure of achievement gaps between Haringey children – geographic, ethnic, and social
- Continued parental representation on governing bodies and trust boards
- Any proposed structural or governance changes should be demonstrably financially viable and sustainable
- Fair and equitable employment conditions for school staff, including recognition of trade unions and collective bargaining

Rory Kennedy

Assistant Director of Schools & Learning”

III Notes of consultation meetings

1 Notes of consultation meeting with staff held on 13 March 2017

Northumberland Park Community School Staff Consultation Meeting Date: 13 th March 2017	Panel Attendance:	Mr Malcolm Weston (MW) – Chair of Governors Ms Monica Duncan (MDU) – Headteacher Mr Chris Tweedale (CT) – CEO, Aldridge Education Mr Ben Stickley (BST) – Director of Finance & Business Development Mr David Benson – (DB) Principal, Kensington Aldridge Academy
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Notes from the meeting held on Monday 13th March 2017

The meeting began at 3.35pm.

MW introduced the panel and thanked staff for coming. MW outlined the context of the school and noted that the Regional Schools Commissioner had asked the school to review the situation. The Governing Body have reviewed the options and shortlisted to two academy trusts with Aldridge Education being identified as the preferred choice.

MDU confirmed that in the staff bulletin, staff were requested to submit questions and noted that a good number of challenging questions had been received. The aim of the meeting is to provide clarity for staff, to meet representatives from Aldridge Education and to understand the aims and ambitions of an Aldridge Academy.

CT introduced himself and stated that he has been in post since October 2016 as CEO of a brand new Multi Academy Trust (MAT). CT stated that Aldridge Foundation been around for many years, established by Sir Rod Aldridge in 2006 and previously schools were single academy trusts. They have now decided to become a MAT. CT gave an insight into the history of Sir Rod Aldridge and outlined that his aim is to have a group of entrepreneurial schools and explained Aldridge's vision for pupils.

CT's presentation:

- Who we are? Aldridge Education currently consists of 9 schools, 2 of which are UTCs. Aldridge Education provide expert resources that are available to help schools do better than they have in the past. All the schools they work with are community schools and they believe all schools are unique and as such one size does not fit all.
- How we work – Aldridge Education are committed to providing outstanding, non-selective, inclusive education. The curriculum taught is broad and balanced and tailored to requirements of schools. There is an entrepreneurial ethos to all the schools and students.

Aldridge Education believe in schools sharing best practice and resources and aim to have a cluster of schools.

A video on Kensington Aldridge Academy was shown.

- Vision for NPCCS – to be outstanding at next Ofsted inspection. This will be achieved by:
 - Raised performance across all groups of pupils.
 - Enhanced enrichment programmes.
 - Student employability.
 - New campus for NPCCS – Aldridge Education have been involved in a number of other regeneration projects.
 - Leading cluster school
 - Working in partnerships with other schools and organisations

CT presented the GCSE outcomes from other schools within the MAT, namely Brighton, Darwen, Portslade and Darwen Vale. CT commented that the Brighton Academy achieved good at their last Ofsted inspection for the first time ever.

Every school is on upward trend for school improvement but it was noted that this is not a quick fix and has to be done with staff involvement.

CT explained the link with the Aldridge Foundation.

- Working at Aldridge – Aldridge Education believes that their staff are their greatest asset and will work with them to develop skills and enhance opportunities for pupils. There would be the possibility of secondments to other schools and the TUPE process would be adhered to. CT confirmed that there would be no expectation that staff would have to work in another Aldridge schools, although the option is there for staff that would like this opportunity.

CT presented a case study of an Aldridge Education student.

DB introduced himself and outlined how he had worked within a number of different academy trusts. His current school has 65% pupil premium students and is an affluent area. DB noted that other academy trusts are more prescriptive and that Aldridge Education works with the school and the staff. Positive elements includes: collaborating with local school, support for capital works and new build, ensuring workloads are reasonable and that there is a good work/life balance. DB confirmed that there is not a high staff turnover at Kensington.

DHE introduced himself as the Staff Governor and read the questions received from staff:

- **How will NPCCS retain autonomy whilst belonging to trust?** CT responded that Aldridge Education are very keen for NPCCS to join the MAT, as the values of the school match Aldridge's values. They believe schools should remain unique.
- **Are there any envisaged changes to schools at start of conversion?** Aldridge Education are required to send documents to all staff which would need to outline any changes. An example was presented of two Brighton schools where one change was to include if staff wanted to be seconded/work across other schools there were no other changes.
- **Can you give specific examples of entrepreneurial spirit working in practice?** DB commented that it is about encouraging a can-do, positive attitude; ensuring pupils are good communicators and work collaboratively. There are great work experience offers from Aldridge Foundation and careers information. Kensington Aldridge Academy also have a

Create centre in the school, which is for local businesses to work from, which provides a visual for students and allows for mentoring opportunities.

- **What are the expertises that Aldridge Education have to offer?** CT noted that they believe in policies being evidence based and will work with individual schools and departments. There are great things happening in schools but not necessarily across all schools, so sharing across other schools is key. CT believes that each school has something to offer to the family of schools.
- **How can Aldridge Education make NPCS an outstanding school?** Aldridge Education has deliberately chosen schools that are challenging or struggling. They currently have 2 out of the 9 schools they would wish who if they were inspected by Ofsted, would expect to be outstanding. Aldridge Education believes it is important to share outstanding practices across the Trust. All schools are on an upward journey in school improvement, which takes time and effort. DB noted that in CT's previous role, he delivered a number of outstanding Ofsted schools.
- **What expertise can Aldridge offer English department?** Aldridge Education believes in CPD and encourages schools to be engaging. They are having discussions with the Institute of Education regarding their middle leader programme.
- **Many other Aldridge Education Academies have a Progress 8 score that is worse than NPCS – how can you help our results improve?** CT noted that it is not just about progress 8, that this is a part of the school improvement journey. Many schools are making huge and rapid improvement. There is consistent teaching taking place across all the schools, which NPCS can learn from.
- **Can you assure us that pupils not removed from exams, as were alleged to have happened in another Aldridge School?** CT confirmed that this is unproven and that there is a new Headteacher in position at the school in question now.
- **What dialogue has Aldridge Education had with the Local Authority?** CT confirmed that Aldridge Education have good connections with local authority and it was the local authority that suggested NPCS speak to Aldridge Education. The local authority sees a beneficial match between NPCS and Aldridge.
- **How much money would NPCS have to pay into a central Aldridge pot?** CT confirmed that at the moment it is 4%, which may increase to 5% and noted that this is in negotiations with Governors. NPCS already pay some school funds to the local authority so the impact is fairly cost neutral. It was noted that most of this money goes on school improvement work across Trust.
- **What evidence is there to support claims that the school will benefit from conversion?** CT noted that whether a local authority school or an Academy there is some money to be paid for central costs. The Trust can look at shared services and procured services (utilities etc.). BST noted that for many existing services there is not a borough agreed service arranged through the LA, a MAT offers opportunities for a centrally negotiated price.
- **With regards to TUPE are there any Measures proposed?** – BST informed all that Measures is a legal term, hence the capital letter. For any transfer of employment the school are required to write to all involved and explain what would be different, this process is very clear and cannot be changed following the conversion.
- **If there is no additional funding for being part of a MAT, other academies have coped with this via staff cuts and changes in terms and conditions** – BST confirmed that TUPE guarantees terms and conditions as part of the process. Staff will not be required to re-apply for their jobs. There can be restructures following TUPE, and staff can then adopt Aldridge terms and conditions. Aldridge Education have confirmed that all staff can remain on their

existing terms and conditions. There is no additional funding for being part of MAT but it does give access to expertise to get the best for group of schools.

- **What happens to teaching staff who decide not to reapply?** There will be no need for staff to apply for their jobs. Under TUPE staff can refuse to sign up, however they are then in effect resigning. All job roles and pay grades are identical.
- **There are currently good redundancy packages – what will happen in the future?** BST confirmed that under TUPE regulations, redundancy packages remain the same.
- **How can converting to an academy assist NPCS's position in the regeneration project?** BST confirmed that as a community school, the school have to do what the local authority tells the school what to do and they control the school. If NPCS join Aldridge, who have experience of supporting schools in regeneration projects, they can help the school to get the best deal possible.
- **With regards to the Development project there is only £18.3m budget from council – what is Aldridge Education's contribution?** BST confirmed that he was unaware of this budget figure and confirmed that the school speak to the local authority regularly regarding the school and what a new school would include, the school are asking for exactly the same facilities as currently have. There is a commitment from the authority that that school will get what we need, Aldridge Education can assist in ensuring nothing is missed.
- **Other MATs have project teams – what have Aldridge done?** Aldridge Education does have their own project teams – Jon Ward's team. However as NPCS have not decided to join the Trust then Aldridge Education have not done anything at this point. There has been no site identified yet, although it is to remain nearby. There is no timeline available as this is dependent on agreement; however it is likely that within 5 years the school will be on a new site.
- **What two options were considered by the Governing Body and why was Aldridge Education chosen?** MW confirmed that Aldridge have not been chosen, the consultation process is underway. Governors believe that Aldridge Education have similar values to NPCS. Governors did look at Ark Trust; however it was felt that this was not a correct fit for the school. MDU commented that in 2014 the school had a choice to become a converted academy rather than sponsored academy; this choice is not available now. MDU noted that other trusts tend to clone schools but NPCS want a Trust to help shape the school's future and not force it into something different.
- **Aldridge Education links with Capita, is there conflict of interest?** CT confirmed that Sir Rod Aldridge left Capita in 2006 and has no formal involvement in the organisation as a business.
- **What is Haringey's line on this?** This has been discussed with Haringey and they are very supportive.
- **What is the timeline on academisation?** – The consultation runs until 31 March 2017, with Governors looking to make a decision at the start of the summer term.
- **Support staff tend to be cut in other academy trusts – what guarantees are in place?** CT confirmed that if Aldridge Education wanted to make any changes then this has to be declared. Aldridge Education believe that support staff are vital to the running of the school and are just as key and important as teachers.
- **How much is CEO paid?** CT confirmed that he is on a pay range of £140k to £160k.
- **Is an Executive Principal planned for Haringey?** CT confirmed that there are currently only 2 Executive Principals; one in Darwen where there are 4 schools and a principal is in every school and another in the Brighton area. There are no plans for an Executive Principal

in this area, as NPCS are the only school, however this would be reviewed when there were a cluster of schools in Haringey.

- ***Other trusts have increased the salaries of SLT and Headteachers and reduced the salaries for other staff, will this happen at NPCS?*** – Governors confirmed that there would be no changes.
- ***If a staff member leaves Aldridge Education and re-join the local authority, would they lose their continuity of service?*** CT confirmed that it is possible that the local authority would honour continued service.
- ***Will Aldridge continue to support services?*** It was confirmed that they would.
- ***Will Aldridge Education abide by Trade Union agreed pay and conditions?*** – It was confirmed that they would.

Thanks were given to staff for quality of questions and thanks to panel members. MDU will publish questions. Staff are encouraged to continue to ask MDU any questions during the consultation process.

Meeting closed at 5pm.

2 Notes of consultation meeting with support staff trade unions held on 15 March 2017

<p>Northumberland Park Community School</p> <p>Support Staff Trade Union Consultation Meeting</p> <p>Date: 15th March 2017</p>	<p>Attendance:</p>	<p>Mr Malcolm Weston (MW) – Chair of Governors Ms Monica Duncan (MDU) – Headteacher Mr Chris Tweedale (CT) – CEO, Aldridge Education Mr Jon Ward (JW) – Aldridge Education Mr Mike Clayden (MCL) Mrs Sarah Davies – Clerk to Governing Body Mr Sean Fox (SF) Mr Vaughn West (VW) Ms Pat Forward (PF) Ms Nell Andrews (NA) Mr Paul Renny (PRE)</p>
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Notes from the meeting held on Wednesday 15th March 2017

The meeting began at 10.15am.

MW welcomed all to the meeting and introductions were given. MW provided the background to the current position and noted that prior to his arrival the school had considered becoming a stand-alone academy; however the Regional Schools Commissioner suggested the school look at an alternative option. The Governing Body have looked at a range of options and decided that Aldridge Education is the preferred option as they can provide the support the school needs, align with the School's values and do not seek to impose a one size fits all approach. The consultation process is taking and will run until 31st March 2017; the Governing Body will then make a final decision in the early summer term. This meeting represents an opportunity for questions to be asked.

MCL is chairing the meeting and outlined the process the meeting would follow.

VW asked why were the unions not allowed to attend the staff consultation meeting on Monday 13th March and why are separate meetings being held for teaching staff and support staff unions? MW responded that some non-union members had raised that they would feel uncomfortable if union representatives were present at the staff consultation meeting. SF commented that it appeared the school are favouring those staff who are not union members to those who are, which is in the majority.

MCL noted that the meeting held on Monday was to hear staff views and confirmed that the notes from the meeting will be shared with all unions. It was confirmed that the School union representatives were present at the staff meeting and that all are welcome to attend the open meeting, taking place on Wednesday 22nd March 2017 at 6pm.

SF commented that staff members would like to hear what unions have to say, as they are a membership organisation. MDU noted that this is the same process used in 2014, when the School was consulting on becoming a stand-alone academy. VW commented that he would like to know that the same message is being said to all. MCL noted that the unions had held their own meeting

with their members before the staff meeting. He confirmed that the staff union representatives were present at the meeting on Monday 13th March and know what was said. The notes from the meeting would also be shared.

ACTION: Notes from Staff Consultation Meeting to be circulated to all unions' representatives

The union representatives requested that their objection not being allowed to attend the staff consultation meeting on Monday 13th March 2017 be noted.

VW asked why separate meetings with teaching staff unions and support staff unions were being held. MCL responded that it was thought there might be different issues that needed to be raised. NA commented that all staff met collectively and therefore the unions should have met collectively as well. MCL confirmed that there was no motive behind this move and MW confirmed that the points had been noted.

The union representatives requested that their objection to separate meetings being held be noted and requested that any future meetings be joint ones.

JW noted that the statutory responsibilities allow for the school to decide who to consult with and when.

VW asked when the analysis of the consultation is to be published. MCL confirmed that this would be shortly after the Easter holidays. VW asked when would the Governing Body make their final decision. MW confirmed that this would also be early in the summer term.

VW asked whether the process was a done deal. MW confirmed that it was not. VW asked what happens if the Governing Body do not agree to join Aldridge Education? MCL confirmed that the only proposal is for the school to join Aldridge MAT, there are no other options on table at the moment. It was confirmed that if agreed the planned conversion date would be 1st September 2017.

SF asked why did the Governing Body select Aldridge, why is there a need to academise at all and what are the implications on the regeneration project? MW responded that in the Governors opinion and based on information provided, Aldridge Education aligned themselves with NPC's values and it is not a one size fits all process and they will assist with moving the school from good to outstanding. MCL confirmed that the Governing Body had discussed the possibility of join the Ark Trust and a number of other options prior to the most recent process. SF asked if there was a document available which looked at all these options. MCL replied that some information received was given in confidence and therefore it cannot be shared. MCL confirmed that the consultation document outlines the reasons why NPC's should academise.

MDU asked SF to expand on the question relating to the regeneration project. SF responded that as the school moves into the regeneration process, there will be a large upheaval and the catchment area will change. The concern relates to entering a MAT when all are unsure what the area will look like in 5 years' time. MCL confirmed that the decision to regenerate has not yet been made by Haringey Council. The school is in regular conversations with the council concerning the project and the schools needs to in the best position for these challenges, and to strengthen the school's professional support to adapt and respond to change in circumstances. CT commented that one reason why the Governing Body chose Aldridge Education is because it is a new trust, which is linked to Aldridge Foundation, who have experience in regeneration projects. MCL confirmed that the school currently closely supports its community and the Governing Body want to retain this going forward; Aldridge Education allows this to be the case. JW confirmed that Aldridge

Education are very keen to work to support the school in having the right facilities for the school and community.

CT added that Aldridge Education are very excited to work with school and noted that Aldridge Education are not a trust to aspire to have schools all over the country, they are only looking to work with schools who can support the community. They wish to build on what is already good at the school and make it even better.

PF commented that the school need to consider if this is the right time for this decision, with large cuts due and gave an example of a 6th form centre within Haringey. PF noted that the centre felt the impact of not having Haringey Council support them. PF raised a concern about the partnership with the Vale School and that other academies have had to fund building costs and redundancy packages. CT responded that in all the areas that Aldridge Education work in, they work closely with local authority.

MCL confirmed that a positive of joining a MAT is that it allows ways to share and procure services. The LA is becoming an organisation based on traded services and NPCS would continue to utilise these where appropriate. The Local Authority have worked in partnership with school regarding regeneration and have assured that this would continue. The school and Aldridge Education have committed to supporting the close relationship between NPCS and the Vale.

CT noted that this was pointed out in the documentation. Aldridge Education are keen, if they become the academy sponsor, to continue to work with the Vale whether on this site or another and whatever decisions the Vale governors might take on changing or not changing its status.

NA asked for confirmation that any consultation analysis would include anonymous replies? MCL confirmed that any responses to the consultation would be considered even if names were not included. PRE noted that this is a strong message of concern that members are rising. MDU confirmed that any staff members who have met with her, have not raised this as an issue.

NA asked if comments would be included in the consultation report. MCL confirmed they would be and that the report, which will available in the public domain.

NA requested an update on the timing of regeneration scheme and possible rebuilding of the school. MCL confirmed that an announcement on the preferred partner for regeneration had been expected just after Christmas. However, although it was understood that the Council had begun considering a recommendation it was is still going through the Council's decision-making process. This is a little slower than the expected timetable indicated in the consultation document.

PRE asked what MCL's role in the process was? MCL confirmed that he was previously employed at the school and has been involved in the process historically. He is a paid consultant.

NA asked if there would be any additional funding by joining Aldridge Education and enquired what the advantages are?

JW responded that he had worked at Aldridge Education since 2013 and overseen £120m building investment. Aldridge Education understands the development process and work well with local authority and know that sometimes that requires additional resources. CT confirmed that Sir Rod Aldridge and his family have made charitable support for some of the schools they sponsor. NA asked if this data could be seen. CT responded that this is private. CT noted that the charity does not provide funding for basic education needs; any funding received would support and enhance opportunities.

MCL said that the decision on whether to join a MAT is not significantly based on additional money. The money for running schools was not significantly different as a result of academy status. In a multi-academy Trust there should be some advantage in additional opportunities for reducing overheads but joint procurement and provision of supplies and services

NA asked what changes were envisaged for staff. MCL said that there were no proposals to change staff numbers as a result of academy conversion. Staff would have their contractual rights transferred to the academy under TUPE. MW replied that the vision is to have the best service for children. He confirmed that the Governors are not aware of changes in staff numbers currently but that it was to be noted that all schools will be required to look at their funding on a continuous basis going forward due to the budget changes and cuts.

CT mentioned that should there be any Measures, then these would have to be declared before the TUPE process. CT outlined that Aldridge Education are currently undergoing TUPE with two schools in Brighton and the only Measure is that there is the opportunity to work across the two schools which are close to each other. However, this is not a requirement but an opportunity.

VW asked if the MAT would move away from the national agreed conditions. JW confirmed that they would not.

VW asked if Aldridge Education were listed on the modification order. SF explained that the purpose of this order is to group employers together to ensure that acquired rights under conditions are preserved on transfer between employers. CT did not know if Aldridge Education are part of the modification order and had no experience of this with any other schools but said he would investigate it and discuss the issues as necessary with the local authority.

ACTION: CT to research the modification order.

VW asked if the LGPS and teachers' pension would remain the same. MCL confirmed that these would remain. Aldridge Education would be required to join LGPS and Teachers pension fund. Trusts can also offer alternatives to staff but these would be additional options and the choice would remain with staff.

MDU asked if staff had to wait for 2 years to get their rights back on transfer to another employer where this would not been the case as a community school? It was confirmed that this was not correct.

VW left at 11.25am.

CT confirmed that Aldridge Education's principal aim is to ensure that children get the best education and the best way to achieve this is to ensure that staff are well motivated and well remunerated.

SF asked what the terms and conditions would be for new starters. CT confirmed he would need to check and would respond with the information.

ACTION: CT to respond in writing to unions.

PRE noted that in the Sutton Report in 2016, 8 out of 39 MATs listed were underperforming and one of those schools was an Aldridge. Can this be explained? . CT said that whilst some MATs cherry pick schools to ensure that they look good, this goes against Aldridge's values and schools are chosen who are in challenging circumstances. He highlighted that the consultation documents show the improvements being made although in some cases school improvement was a long

journey. The report was based on achievement in 2015. The move of Aldridge schools into the new Aldridge Education MAT which had started during the past year brought greater focus and coherence to its school improvement work and this was reflected in the greater progress in the 2016 results.

MCL said there were several reports that the governors had considered on school improvement although caution had to be exercised in interpreting some data because different research was focussed on different purposes. MCL agreed that he would send the relevant reports to PRE.

ACTION: MCL to send reports to PRE.

PF asked if there would be any change to pay dates and if the MAT would continue to pay through EPM? CT confirmed that most schools currently work with Strictly Education but that nothing would change at NPCS with the most important thing to make sure staff are paid on time and correctly.

SF asked about central support services and procurement. JW said as a relatively new Mat work done to date was limited. Aldridge Education had reviewed utilities costs for its schools to identify if savings could be made and had identified significant benefits in switching arrangements for some of its schools. Additional money from savings went back into the school. Aldridge Education also wanted to make best use of sharing its schools own particular strengths and was interested in the in the strong IT traded service at NPCS which it could be possible to expand it across the Trust.

SF asked if there was an intention to centralise catering service contracts. CT said it was his experience that in catering local contracts offered best value. MDU confirmed that one positive aspect concerning Aldridge Education is that it is not one size fit all. MCL confirmed that as catering staff were to TUPE across to another organisation, they would not be they won't be involved in a further transfer as a result of a change to academy status.

NA asked if there were any updates on the planning timetable and decisions. MCL replied that this was a Council process and would be best placed to advise on timetable and decision-making.

Meeting closed at 11.35am.

3 Notes of consultation meeting with teaching staff trade unions held on 15 March 2017

<p>Northumberland Park Community School</p> <p>Teaching Staff Trade Union Consultation Meeting</p> <p>Date: 15th March 2017</p>	<p>Attendance:</p>	<p>Mr Malcolm Weston (MW) – Chair of Governors Ms Monica Duncan (MDU) – Headteacher Mr Chris Tweedale (CT) – CEO, Aldridge Education Mr Jon Ward (JW) – Aldridge Education Mr Mike Clayden (MCL) –Consultant Mr David Hewett (DHE) – Staff Governor Mrs Sarah Davies – Clerk to Governing Body Mr Mohammed Soball (MS) ASCL Ms Caldit Salen (CS) ASCL Ms Lisa Crivello (LC) ATL Ms Nell Andrews (NA) ATL Mr Ed Harlow (EH) NUT Ms Julie Davies (JD) NUT</p>
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Notes from the meeting held on Wednesday 15th March 2017

The meeting began at 2.20pm.

MW welcomed all to the meeting and outlined the process for the meeting. Introductions were given and MW gave an overview of the current position.

MCL chaired the meeting and confirmed that questions could be asked. The consultation runs until 31 March and the Unions are welcome to respond to that. It was confirmed that an open meeting is taking place next week; which the Unions are welcome to attend.

LC asked if Aldridge Education had been having any discussions nationally with the Trade Unions. CT replied that at the moment the majority of Aldridge schools are single academy trusts. The Aldridge Education Multi Academy Trust (MAT) had been established on 1st September 2016. Some of the Aldridge academies had now joined the MAT and the others were in the process of doing so. The single academy trusts had recognition agreements in place. When CT started in October 2016 as CEO of the new MAT, he had immediately initiated discussions and met with both NUT and NASUWT in December 2016. The recognition agreement reached with previous employer had been shared with these organisations and was seen as a good draft document and the document had then been sent to all the teachers unions and support staff unions and a further meeting was now arranged for May at the suggestions of unions to allow time for their consideration of the draft. Once the document was agreed and finalised it would be circulated to all. LC said that she had been asked by ATL to act on its behalf in relation to the discussions but had not received the copy of the draft. CT said he would send her a further copy.

ACTION: CT to send draft recognition agreement to LC

CT confirmed that the 2nd meeting had been set up for May 22nd 2017.

JD commented that the usual process is to arrange with national executives, rather than local representatives, however there are a number of different agreements in place in Haringey. There is the potential that members would be disadvantaged by having national representative and asked if there was an acceptance that there will be recognition of local need. CT replied that as Aldridge Education is a national MAT then they would need national recognition agreement. He suggested that the local representatives discuss their concerns with their respective unions' national organisations. CT confirmed that staff that are TUPEd across would retain their all terms and conditions.

MS asked if the draft agreement states that Aldridge Education refer to the school teacher pay and conditions. CT confirmed that the draft agreement does follow this. CT said that the norm in the existing single academies that were joining the Trust was national conditions of service except for two UTCs with specialisms where terms and conditions were set to attractive to recruit staff in their specialisms and the academy in north Kensington that had been established from new as a joint sponsorship with the local authority and all its staff had been employed on its own conditions of service.

LC asked why in the FAQs section of the Aldridge Education document, was there are statement saying jobs could not be lost during the TUPE transfer. MCL said that whether or not it was a statement of law it was a statement of fact as far of this transfer was concerned: jobs would not be lost as a result of the TUPE transfer. It was confirmed that Aldridge Education do not envisage making any changes of staff during the process. LC commented that from experience there are usually restructured 6-9months after the TUPE process. CT confirmed that this is not the norm for Aldridge Education.

JD commented that no other secondary schools in Haringey are looking to join a MAT and asked if the local authority (LA) had been asked for assistance with the school's results? MW confirmed that the local authority budgets are diminishing and as such Northumberland Park Community School has looked for support from a MAT and it was felt that Aldridge Education provide flexibility of approach that suited Northumberland Park Community School.

JD noted that they feel members are better served by local authority and are loyal to the local authority and asked why the Governing Body had chosen not to remain with LA. MCL stated that the school does not intend to stop working with the LA and local schools; however the fact is that there are substantial reductions in LA services and limited capacity. The Governing Body have looked at who else can offer additional challenge and support as well as allowing the school to continue to preserve the elements it does well at and challenge and support in other areas.

JD asked why the school, as a valuable resource, at a critical time, was about to transfer from the local authority to a private organisation. CT confirmed that as a trust, Aldridge Education have a track record of working well with local authorities where it had schools, which is one of the reasons why the governing body have chosen to go with the trust. DHE noted that the Governing Body have looked at the local authority as an option. It was noted that the attainment is not where the school wants it to be and the challenge and support is not coming from Haringey. JW confirmed that the site would still remain publicly owned. MW commented that the regeneration project is still waiting to go ahead and as such the school would be wasting time whilst waiting for this to process determined. DHE commented that the sale of the land did not affect the pupils, that substantial support for continuing improvement was needed and that simply buying in support was not enough to devise and support a strategy to move forward. Governors want to build a partnership with someone who could help sustain a strategy, which will bring about changes and raise attainment.

MCL confirmed that the Council would require that it retained rights to deploy this land as part of the regeneration scheme in the agreement on assets as part of the academisation process.

JD said she considered the school to be in a perilous state in terms of comparative attainment and noted that she had a concern that the regeneration process would have a devastating impact on the local community and the impact on the school roll of the decant of local homes. JD stated that if the school remained with the authority then support would be available during the process.

MCL confirmed that the school are having continuing on-going detailed discussions with the LA which had made clear that that it wished that partnership to continue with if the school were an academy. Pending a decision on the regeneration vehicle details were not determined about the phasing of implementation of the housing changes but none of the figures or arrangements so far discussed indicated a problem for the school roll. MW noted that this was an issue that the school would be continuing to address.

CS noted, in relation to the statement that the school was in a perilous position in terms of attainment, that it was in the top 25% in the country in terms of progress and is a grade 2 good school.

LC asked that in the event that for several years there is a fall in roll and not a need for current teacher numbers, what Aldridge Education would do. CT replied that he could not such a hypothetical answer but noted that Aldridge Education do have experience of working within regeneration projects with very successful outcomes for their schools and their popularity.

LC stated that Aldridge Education cannot decant students or teachers to another site, but Haringey Council can. Haringey is large employer and therefore easier to redeploy staff than a smaller organisation. Haringey offer better redundancy terms than Trusts. MDU said existing staff would retain their existing redundancy rights as part of their TUPEd conditions of service.

JD noted that some academies now have to keep staff as they cannot afford to make the redundancies. MCL confirmed that despite some very substantial changes in resourcing requiring adjustment of staff numbers at the school, Haringey have not paid for any redundancies at NPCS in the past 15 years. MCL said that only approximately 20% of pupils come from regeneration area and that whilst the final scheme had not yet been drawn up figures from the council during the stages so far show an increase in family housing and overall housing and an expected increase in pupil place requirements.

JD said that the unions were concerned about impact of the phasing of changes on the school roll. MCL said that this could only be addressed when the details were known as part of the ongoing discussions with the Council.

CS left at 3.05pm

LC asked if the unions could see the options papers that the Governing Body used to decide on Aldridge Education as the preferred Trust. MCL noted that some of the information had been given in confidence, so this information would need to be redacted. MCL agreed to share information with the unions.

ACTION: MCL to share information regarding options.

EH asked how much Aldridge Education would retain centrally from the school budget? CT confirmed that the suggestion is 5% from September. EH asked how this compared to local

authority costs. CT said that this could not be compared on a compare like for like in % terms as the retentions were for different purposes. However Aldridge Education believed they provide good value for money for services provided. It was confirmed that 5% was average amongst other MATs.

JD asked if the rates included HR, legal and school improvement support. CT confirmed that they did.

JD asked where are the school improvement team were based? CT noted that this depended, with some based in schools or at the head office in London. Aldridge Education are not like other Trusts and gave Governors and staff the opportunity to work closely with a developing trust in shaping the ways things operated, rather than having things imposed on them. Aldridge Education believes that all schools are unique, should have a community focus and confirmed that the local governing committee will remain.

JD asked what would happen if there was a power cut at the school? JW responded that that the Trust sought to ensure schools had the capacity internally to deal with most crises the first instance as this was the best way but the Trust would support centrally if necessary.

JD asked if Aldridge Education have advisors for teachers? JW confirmed that Aldridge Education have a strong team of advisors.

JD noted that the school is in a perilous situation. JW disputed this and noted that the school is a good school, with positive results, strong leadership and a good governing body.

JD asked why should it be Aldridge and not LA. DHE noted that he received an email from Local Authority for the first time in 2 years to attend a meeting and has not received support from LA and have had to go elsewhere. The school want more strategy and support for the school. DHE said raising attainment for a school in situation like Northumberland Park Community School is challenging and that staff want a solution for attainment, which is not being received from the LA.

CT confirmed that as a trust they are not talking to other schools randomly around the country. They chose to work with schools in challenging areas that had a commitment to their local communities. Challenging discussions have been had with the Governors to test whether Aldridge could appropriately support the school and it was clear that is a synergy between Aldridge Education's vision and the school's vision.

EH noted that Aldridge Education aim to have clusters of school and asked what the desired leadership structure would be. CT replied that Aldridge Education have 4 schools in Darwen and have appointed an Executive Principal with Principals in each school. The intention was over time to build a similar cluster of schools in this locality. Aldridge Education believed that each school should be as far as possible have the capacity to lead its own improvement and should have a Principal, which is different to other academy trusts. An Executive Principal was a coach/mentor,

JD said that the trade unions were concerned that academy trusts did not spend too much on additional leadership posts.

MS asked about the local governing committees and enquired what the level of delegation would be. CT replied that Aldridge Education offered more delegation than most other academy trusts and believed that local community representatives had an important part of pay in strategy of school. It was confirmed that there were some decisions that the Board of Trustees must make by law, which were set out by the Secretary of State e.g. finally approving the budget, however the groundwork would be undertaken at school level.

JD asked how the cluster would work in practice. CT replied that it depended on the situation and that they were working on developing specialist teachers. It was noted that in the early days at NPCS this would be harder to do until a cluster developed.

JD said that as part of the LA, where school closed, the local authority placed pupils at other local authority schools and would be able to deploy staff where staff number reduced in a school to other LA schools.

JD confirmed that half of the secondary schools in Haringey are academies and are not involved in the Haringey redundancy scheme.

CT asked how many secondary schools would be available if the school needed to redeploy their students. JD confirmed it would be 6 out of a possible 12.

DHE stated that there would be new housing stock in the regeneration and that this would happen in stages and confirmed that Ben Stickley is involved in top-level discussions.

NA asked which local schools Aldridge Education was looking at to joining the cluster? CT confirmed that Aldridge Education are not looking at any particular other schools at the moment as they do not want to grow too quickly as an academy trust. Aldridge Education would look to bring NPCS into the MAT and once settled, would then look at other schools.

MS asked if discussions had been had with the Regional Schools Commissioner regarding this proposal? MCL confirmed that it had and that support had been given for the proposal to develop.

MS asked if due diligence had taken place. MCL confirmed that this is part of the process and had occurred.

EH asked if the school leadership maintain the national terms and conditions? CT confirmed that they did, aside from the UTCs and one other school mentioned previously.

EH asked if there is an expectation that the school would expand? MCL confirmed that at this stage it is not known. Some possibilities had been raised as part of the regeneration plans but no decisions had been taken and this was not part of the present proposal for consultation.

EH asked if there was any intention for the school to become an all through academy. MCL said again whilst this might be a possibility to meet additional demand for places, there were no proposals at present and this is not part of the consultation

JD confirmed that all the Unions prefer that their members remain in community maintained schools and have taken action previously. The NUT was not opposed to all academy proposals and had supported St Thomas More joining a Trust with two other Catholic schools. However it would be advising members that they have a lot to lose by academy conversion and said they were concerned that this is not the right fit for this school.

MCL asked that when the unions respond to the consultation to set out the risks they perceived so that the governing body had a clear understanding.

JD noted that the unions could respond to this with strike action, if the members decide this.

Meeting closed at 3.45pm

4 Notes of parents' consultation meetings held on 16, 17 and 20 March 2017

Parent Consultation Meetings held on 16, 17 and 20 March 2017

Questions Asked

- When will the school become an Academy and when will it take place?
- Why are we becoming an Academy?
- How far will the school move?
- Why has the school chosen Aldridge?
- How will the new build affect students?
- Will students go to Harris Academy while the school is being rebuilt?
- Will the uniform change?
- The school needs to change its image as it is viewed negatively in the community.

5 Notes of public open consultation meeting held on 22 March 2017

<p>Northumberland Park Community School</p> <p>Open Consultation Meeting</p> <p>Date: 22nd March 2017</p>	<p>Panel Attendance:</p>	<p>Mr Malcolm Weston (MW) – Chair of Governors Ms Monica Duncan (MDU) – Headteacher Mr Ben Stickley (BST) – Director of Finance & Business Development Mr Jon Ward (JW) – Aldridge Education</p>
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The meeting began at 6.05pm.

BST welcomed all to the meeting, outlined the process for the meeting and introduced the panel.

BST provided the context and noted that in the last three years the Governing Body had looked at the options available and considered the best way forward. The options remain the same, set up a single academy trust or join a multi academy trust. The advice received from the Regional Schools Commissioner was to join a multi academy trust as we were not permitted to go the single academy trust route. The Governing Body have considered both a long list and short list of potential multi academy trusts and have concluded after research and a long and short list process that the preferred solution would be to progress with Aldridge Education. It was highlighted that no decision had been made at this point. Once the consultation period has ended and then the responses will be collated and presented to the Governing Body along with the outcome of other due diligence activities for them to agree on the next steps.

BST outlined that Aldridge Education had been selected as the preferred option as the organisation has the same values as NPCS and they have a reputation for improving the schools they work with. Aldridge Education confirmed that they hand pick the schools they work with to ensure they are in an area where they can help and that they have similar values. It was outlined that the school is keen to move to outstanding and that they do not feel supported sufficiently by the local authority in the current situation. It was noted that central funding is reducing and is cutting budgets in real terms by 8% by 2020. These cuts are having a direct impact on both individual schools and on Haringey meaning they have less money to invest in schools and to invest in the school improvement journey.

Questions were invited from the audience:

Q - Will Aldridge Education put any money into the school or will the money received remain the same and the gain is support for school improvement.

A – BST replied that Aldridge will not directly invest any new money into the school. No multi academy trust will give any school money to join them or when they join them. There used to be additional funding for academies but this is no longer available and has not been for years. Aldridge Education does have links with the Aldridge Foundation which may be able to identify potential other funding streams. JW explained that Aldridge Education work with Aldridge Foundation and they believe that education should be funded by the state and funds would not be given for this. However, the Foundation can lever in other funds for other opportunities – e.g. sporting facilities.

Sir Rod Aldridge wants to see the best for students and is passionate about this. He has spent £10m of his own money on educational establishments.

BST commented that there are synergies realised by being part of a multi academy trust which can save funds such as using common systems, central purchasing and using common suppliers.

Q – With the budget cuts coming there is a very unstable climate financially. If a large number of students are relocated during the regeneration process, there is a concern that Aldridge Education would not be able to support the staff in this scenario. If the school remained with the LA staff could be moved to other LA schools. Aldridge cannot do this as other Aldridge schools are not local.

A – BST replied that firstly it is important to reflect that the regeneration project is not yet guaranteed to happen. The school does need to plan for both the possibility of this happening and not happening. It was confirmed that if the regeneration scheme does go ahead then it is likely to take 5 years before it commences in earnest. It was explained that with the preferred bidder discussions which are currently going on the proposal is to increase the number of housing in this area working on a principle of 5 for 1 equating to an extra 4000 housing units. Public documents show the phasing of the scheme and the scheme will ensure homes available for people to move into before demolishing houses. The school is an early part of the process to allow for the land to be used for housing to ensure new homes are ready to decant residents in to. BST noted that the current housing stock in the ward is approximately 50% of 1 bedroom housing and confirmed that the percentage of students from this ward is relatively small. In the long-term the numbers of potential students will go up with the new housing mix having proportionally more 2, 3 and 4 bed homes in the ward. Locally, all schools are being asked to look at an increase in expected numbers for coming years even as it stands at current with a surge in numbers coming up from Primary over the next 4-5 years. BST confirmed that the leader of the Council has promised that every social housing resident who wishes to remain in the area can do so. It was noted that there are many things happening in the background, which are out of the school's control. Whilst the school remains a Local Authority maintained school they have to do whatever the LA says, however if the school belongs to a MAT then the LA would have to communicate and negotiate with the Trust.

Q – Would it be better to wait until after the July results, as currently no Aldridge Education schools are outstanding and we would be able to see if the results of the Aldridge schools were significantly better after this round of exams?

A – JW noted that it is a challenging environment in education at the moment with no grade boundaries etc. This is not a takeover but viewed as a collaboration. Initially Sir Rod Aldridge was planning to work with only one school, but he could see how schools were left without support and felt better support could be offered. Five Aldridge Education schools are due for Ofsted inspections shortly and the Trust believes that at least one and possibly two schools will be outstanding following inspection. Aldridge Education does carry out their own reviews and they are aware of the level the schools are at. MW stated that by starting the process now the school could be ready for September. NPCS' results have not significantly improved or progressed over the last few years so there is unlikely to be a significant change this year. MDU noted that the school could be forced to join a Trust based on their results in September if the school were deemed to be coasting, this is simply a potential however the school would rather have a say about which Trust to join than be forced with no choice in the event this happened. BST commented that one significant benefit of choosing to move now is that Aldridge Education is a relatively new MAT and therefore NPCS can be involved in setting up processes and identifying the strengths of the school to assist the Trust whilst processes, procedures and policies are being created and designed. If we sit and wait then this opportunity may be missed.

Q – Can Aldridge Education comment on The Guardian article, which states that pupil numbers in some schools dropped by 30% during the GCSE period?

A – JW stated that the article is factually incorrect and the Trust had put out a press release regarding this two weeks before hand but the Guardian had chosen not to use this and to state the Trust had not commented on the article. JW confirmed that 27 students in the year group of the school in question had left the school between Year 7 and Year 11, however none were permanent exclusions, a large percentage of these were lost within the first few weeks of the start of school as students won appeals and moved on to preferred schools which they had missed out on in the admissions process. The newspaper articles are false and it is false to state that the students disappeared, students do not disappear.

Q – When looking at reports such as the Sutton Report, they state academies are no better than local authority schools and below average for students in deprived areas. The Sutton Trust identifies Aldridge as one of the trusts in question. Did Governors take this into account?

A – BST noted that the data referring to was based on a sample of schools and not across all schools within Aldridge. It was noted that schools that Aldridge Education have taken on, were at a low start point with schools that are in special measures in a number of cases and therefore the school improvement journey takes time. JW stated that he would send through relevant data to show how Aldridge has been improving schools. The current statistics for Aldridge Education schools were read out and they show the results are not disappointing, in fact the schools are improving rapidly. JW confirmed that Aldridge Education have responded to the Sutton Trust and given commentary to respond to their research however the Trust has not used this. Their aim is to ensure children have the best possible chance at school. MW confirmed that Governors did review the attainment, including Sutton Trust data and most Aldridge schools have increased by 15% to achieve national average. Governors have looked at the culture and values and noted how these align with NPCS. BST confirmed that all these questions which have been asked regarding the performance of Aldridge have been asked of Aldridge Education and the information has been provided to Governors.

Q – What is the timeline?

A – The consultation ends on 31st March, Governors will then review the results after the Easter holidays and a decision will be made by the end of April. Staff will be communicated to after this. All attendees were urged to complete consultation questionnaires. If Governors decide to go ahead, there would then be a TUPE consultation.

Q – Do Aldridge Education pay all those working in their schools the London Living Wage and Actual Living Wage?

A – JW queried which version of the London Living Wage was referred to? Aldridge does pay all those working in its schools the national living wage, JW confirmed that he would have to check and respond at a later date regarding the London Living Wage as the only current Aldridge London school works on different staff terms and is a joint partnership with the Royal Borough of Kensington and Chelsea so does things differently.

Q – Does the money saved through shared services mean getting rid of office staff?

A – BST confirmed that this is not true in relation to the current situation and the situation at transfer. It has been made clear that there will be no redundancies as part of the academisation process. The efficiencies would be achieved initially by reviewing financial systems and ensuring

they are more efficient and saves staff time. HR and Payroll can also be harmonised. The school have the opportunity to get the best deals for items such as utilities by being part of a wider group; NPCS currently negotiate on an individual basis. However it was noted that there are financial pressures and as such it cannot be guaranteed that restructures would not be looked at, as with all schools in the borough, however this is not directly linked to the academisation process.

BST stated last year in Haringey Council there were four schools specialist finance staff overseeing the finances of schools however now there are none directly and the schools are looked after by the shared services finance team. Officers informed school finance people and Heads at a meeting that schools have to submit estimates for year close in future years. These are not the kind of oversights that the School wants to sign up to.

BST outlined and went through the consultation documents:

Questionnaires, which have been sent to each staff member and packs, are available at the meeting. All were requested to encourage others to complete the questionnaires.

The head of local Children's Centres, who were attending the meeting as a stakeholder, noted they had a strong partnership working with NPCS through the Teens and Toddlers programme, which is having a positive affect for those at risk of teenage pregnancies. They would like assurances that these projects would continue as they benefit the whole community. BST confirmed that the school would definitely want to continue partnership working. Aldridge Education outlined that they are committed to remaining a community school and would seek to continue and build on partnerships.

Q – It is a concern that there are not many people attending the meeting, did the message get out to the community. BST stated that it would have been good to see more of the community here however all we can do is tell people about the meeting. A press release was sent out with all of the consultation dates, the website information contains the dates, all parents were both written to and texted to remind them, staff were written to, leaflets were sent to local civic places such as the libraries etc. A community meeting of over 100 people at St Pauls & All Hallows on Monday regarding regeneration mentioned the open meeting and attendees were encouraged to attend the school meeting.

All were thanked for coming and reminded that the consultation remains open until 31st March. Details are on the forms regarding how to ask questions.

The meeting ended at 7pm.