



King Edward VI Grammar School

Encouraging Excellence, Nurturing Talent

King Edward VI Education Trust

FAQs

1. Will King Edward's still be a Grammar School?

Yes. In Lincolnshire all of the other Grammar Schools with the exception of King Edward's and QE Gainsborough converted to Academy status in 2010/11. They have remained Grammar Schools, are selective, still use the 11+ and are still part of the Lincolnshire Consortium of Grammar Schools. Caistor and Alford Grammar Schools were some of the first Lincolnshire Grammar Schools to convert.

2. Will King Edward's still be called a Grammar School?

Yes. Our name, uniform, crest, heritage remain unchanged.

3. What impact will this change have?

The experience of the other Lincolnshire Grammar Schools has been that very little has changed. King Edward's like all other Academies would gain additional educational freedoms over its curriculum and admissions policy.

4. Will King Edward's change its curriculum?

No.

5. Will King Edward's change its admissions policy?

No.

6. How will this affect the school's relationship with the Local Authority?

King Edward's has been semi-autonomous since converting to Grant Maintained Status in 1991. We have had a strong relationship with the Local Authority but like all other Local Authorities across the country they have significantly reduced their support to schools. Lincolnshire County Council has supported and encouraged King Edward's to consider Academy status and we remain a key partner in their new school improvement model which will encompass maintained and academy schools.

7. How will the school be funded in the future?

All Academies receive their funding from central government via the Local Authority. Schools that become Academies receive additional top up funding from central government to help schools pay for the support and services they previously received from the Local Authority.

8. What about Governance?

King Edward's will still have a local governing body with parent governors and that governing body will remain responsible for working with the Headmaster to guide the strategic direction of the school and hold the Headmaster accountable for standards. The Governing Body will remain responsible for monitoring the Curriculum, Results, Pastoral Matters, Community engagement and Admissions.

9. If nothing much is changing then why is the school doing this?

It is quite clear that the educational landscape has changed.

- i) As part of this changing landscape the Louth schools – both primary and secondary - have been working in closer collaboration to share best practice and provide support and ideas to help each other. There is a growing desire in Louth for Louth schools to take the lead on filling the gap left by the Local Authority and CfBT, rather than wait for a National or Regional Academy Chain to come in and Hoover up our schools.
- ii) Funding and school organisation for secondary schools has been directed away from Local Authorities and towards Academies and the Educational Funding Agency [EFA]
- iii) Additional funding for building development and improvement work has also been cut for secondary schools and the EFA is now the main source of income for capital bids.
- iv) Local Authorities powers and funding have been severely cut and this has significantly reduced the support available to secondary schools. In September it is projected that LCC will have only 3 non-academy secondary schools.
- v) The School has enjoyed a semi-autonomous status since 1991; in essence giving the school similar powers to Academies. At a practical level Academy conversion does not represent a significant change: we have had our own bank account, responsibility for our site, control of finances, power over our admissions and curriculum since 1991.

10. What is the King Edward VI Education Trust?

The Trust is a collaborative group of partners working together to help bring together schools and Headteachers in the Louth and Wolds area. The Trust's goal is to work together in the wider interests of Louth and Louth children and to help provide support and services tailored to Louth schools.

11. Will King Edward's merge with other schools?

No. It is better to think of the Trust as having the functions of a mini-local education authority. The Trust may well have a range of schools join it in the future but these schools, like King Edward's, will retain their individuality, uniforms, logos, crests, staffing, admissions, etc, etc.

12. So what will the Trust do?

The Trust will focus mainly on providing strategic support and school improvement services. This means that senior leaders across the Trust will spend some time supporting other schools and sharing ideas and strategies to help improve results and the educational experience that children have in our schools.

Central to this is the Trust's commitment to working together to provide wider enrichment opportunities for children across Louth.

In addition to this The Trust will also offer financial, site and IT support to help schools and school leaders focus on Teaching and Learning rather than the distractions of running these core services.

13. Will this mean that the best teachers will be teaching in other schools?

No. The Trust will not merge schools, share timetables or move the best staff to other schools to teach. The Trust aims to improve teaching and learning through shared professional development and by key senior leaders and others providing leadership and management advice, systems and guidance. The Trust, for example, aims to plan collaboratively with schools by aligning calendars and twilight training sessions to help teachers train together and share best practice.

14. Won't this impact on standards at King Edward's?

No. We have been actively engaged in this type of collaborative work for three years; working with Primary Schools to help them move from Requires Improvement to Good with Outstanding features through to providing additional Mathematics, English and MFL support. We also provide primary school meals, financial services support to primaries and a wide range of enrichment activities. We have also been working with the Lincolnshire County Council to create a county wide structure for school improvement. During this time our standards have not been affected and our results – despite national downturns – have continued to rise.

15. Is there any research or evidence about these types of Trusts?

Yes the National College for School Leadership and other Universities have carried out research into Trusts and Federations and this research has concluded that collaborative arrangements help provide both challenge and support to schools. In London this approach was used extensively and over a ten year period the London Challenge helped bring about a massive improvement in the results of London schools. At the heart of this improvement was the range of collaborative relationships that schools forged with other schools to share ideas, best practice, staff, resources and facilities.

16. What is OFSTED's view of Education Trusts?

OFSTED is in the process of re-writing their Inspection Procedures to reflect the number of schools involved in these types of arrangements. From September 2015 the expectation is that Outstanding Schools like King Edward's will be engaged in system leadership i.e. supporting other schools on their journey towards Outstanding.

17. What do the DfE think of Education Trusts?

The DfE is encouraging the growth of smaller, local Trusts and has recently introduced a rule banning larger Trusts from having schools that are more than an hour away from the main school: in short the DfE has recognised that local collaborative clusters of schools are far more effective than large Regional or National chains of Academies.

18. Is the Local Authority supportive of The Trust?

Yes. The Local Authority has been supportive of the concept and will be represented on the Trust's governing body. The Trust is determined to continue working collaboratively with the Local Authority to help support local schools.

19. Have governors considered other options?

Yes the governing body has been carefully monitoring the education landscape for the past twelve months and have been actively discussing the formation of a Trust since September 2014. The Governing Body undertook a formal consultation from January through to April considering all of the different options open to the school and has unanimously decided to put these proposals to parents for consultation: the consultation period will last for six weeks and cover parents, staff, pupils and local schools.

20. How do I give my views and what happens next?

There is a parental questionnaire on the Trust website which we are encouraging parents to complete. Governors will then consider all the responses received, analyse the responses and reflect this back to the wider community. Once the consultation is concluded the Governing Body will meet in June to make its final recommendation and decision on the Academy conversion and formation of the Trust. If approved then the school will become an Academy from the 1st September 2015 with the Education Trust formed at the same time.