

Consultation Feedback from Parents and Families			
Secondary	Primary	Question / Comment	Reply
All Saints	St Mary's	What are the exact changes and how will it affect funding? Parents already have to contribute quite an expense to schools more than ever and higher costs will be impossible for some parents	<p>In the short term the experience of children will not change at all. Same staff, head teacher and governors. Same policies and procedures.</p> <p>Over time, schools in CMATs will have opportunities to collaborate in new ways, with the aim of sharing good practice and working together on helping children with the most difficult challenges they face. For example, schools in MATs during Covid have been able to share the work of developing remote learning resources and support for technology. This helps teachers and other staff to be able to share their work load and we would hope to bring about positive changes particularly in areas where children need the most help and schools face the biggest challenges. We do not envisage parents being asked to contribute more to school expenses or any higher costs.</p>
All Saints		How will this affect the way that school is run? Will there be uniform changes? Has school been consulted are have they been railroaded into following this?	<p>In the short term the experience of children will not change at all. Same staff, head teacher and governors. Same policies and procedures.</p> <p>Over time, schools in CMATs will have opportunities to collaborate in new ways, with the aim of sharing good practice and working together on helping children with the most difficult challenges they face. For example, schools in MATs during Covid have been able to share the work of developing remote learning resources and support for technology. This helps teachers and other staff to be able to share their work load and we would</p>

			<p>hope to bring about positive changes particularly in areas where children need the most help and schools face the biggest challenges. No, there will be no CMAT uniform changes. Uniform remains the decision of the governors and school leaders. No change because joining a CMAT. Yes, there has been a consultation process. It is a genuine and meaningful consultation, not railroading. Thank you for your engagement with our consultation.</p>
All Saints		<p>How can this be a benefit to our schools when a huge amount of money will be spent on CEO/management personnel.</p>	<p>Spending on CEO and other central staff can have a benefit in a few ways. The central staff help to bring about the collaboration which brings benefit to the schools. That money is turning into benefit from collaboration.</p> <p>Central staff will typically work on activities that are duplicated across schools. This frees up time for staff in schools.</p> <p>Some of the spending simply replaces spending that schools have currently. E.g. payment towards finance or HR staff who work across the trust mean that a school can stop paying for an external HR or payroll contract. By pulling together some common contracts and purchases, MATs can get better deals which reduces expenditure for schools. Over time, most large MATs are able to generate enough savings and draw in additional funding to off-set costs for the central team. This does not happen immediately, but it is an aim in the way that we work.</p> <p>The CMATs have committed to presenting opportunities for work across the CMAT to staff who</p>

			<p>are currently in schools. This is because we want the work done by people who know our schools and are committed to them. Where staff do not wish to take on these central roles, or where we need new or different expertise, we will bring people in from outside. However, we are clear that all roles exist to serve our schools.</p> <p>The CMATs are also committed to keeping the central team as small as possible. We need to have enough staff in the right roles to ensure that we can benefit from time saving, collaboration and also can generate savings and additional income. However, we will build this team carefully over time, checking affordability and how it is affecting work in schools as we go.</p>
All Saints		<p>I don't have a question, but I would like to make a comment. As I understand from the information that's been sent out there will be a 'shared purse' for school funds, meaning some schools will get a bigger share of the purse than others. (Please forgive me if I've got that wrong). Which I'm not entirely happy about, school funding is at a stretch as it is with government cuts, we as a family contribute every time we are asked to do so for materials, equipment and trips for our children which we are happy to do, even though it is a stretch at times. So will this money be sent to other schools rather than to my child and her needs in class? Will we be asked to contribute more money to go towards other schools within the Academy? I don't mean to come across as mean but times are hard for everyone at the minute and I</p>	<p>School Funds and money raised e.g. by families for trips and PTAs are not affected by the CMAT process. Hoping families will carry on providing support to their schools. Monies raised and collected from parents stays with the school, and ringfenced for a specific trip or project as appropriate. School Funds will not be used for shared CMAT funding or taken into account for the purposes of the CMAT management fee.</p>

		wouldn't be happy paying more money if it isn't going directly to the school my children attend.	
All Saints		Why is there such a short timescale to getting responses back from parents. How can this feedback be properly considered based on the timeline of the proposed start date of the MAT.	<p>Thank you for getting your questions returned quickly. The Bishop's vision about the formation of two Catholic MATs, which all schools in the Diocese will join over time, was communicated and consulted on last year. The Catholic schools in the Diocese are now asked to make that vision work. We will be consulting throughout the process of building the CMATs over the next two years, checking on the impact of changes and the plans for the next step before moving forward. As noted above, there is still a great deal of flexibility about how we build the CMATs in practice. This consultation is the beginning of an ongoing process to build shared understanding across governing bodies and with the directors. Knowing what is important to children, staff, parents, what schools hope to gain, are worried about losing and what they can offer will inform the way and the pace at which we make changes. This will help inform your governing body/board about their next steps in the decision to join the CMAT and will form the basis of the way that we build central staffing, policies and procedures over time. This all needs to be based on an understanding of the hopes, fears and things that schools/academies have to offer to each other.</p> <p>The CMAT consultation process was launched at the start of term and closed 11 February, so open almost 1 month.</p>

All Saints		More information on the advantages please	<p>More information can be found on the Diocesan FAQs on the website.</p> <p>In summary, the main advantage is collaboration and the main disadvantage is some loss of autonomy. This was the finding in recent research into the experiences of staff and parents whose schools have joined MATs and it mirrors with the common experience shared. MAT structures require people to collaborate more across schools and they also make it easier to do so. Staff employed centrally who work across schools help to facilitate collaboration. This collaboration is across all areas of school life, policies, classroom practice, training and development, recruitment, etc.</p> <p>To gain that improved collaboration, schools lose some freedom in some areas (those which have an impact on other schools) and they also 'pool' some of their money to pay for things that are shared across the Trust.</p> <p>Recent evidence found that, on balance, the overwhelming majority found that the benefits from improved collaboration outweighed or at least balanced any downsides from reduced autonomy.</p> <p>It will be up to governing bodies, head teachers, the CEO, CFO and directors of CMAT's to keep that balance as we develop our CMATs together.</p>
All Saints		How will this impact on my child's learning	<p>In the short term the experience of children will not change at all. Same staff, head teacher and governors. Same policies, procedures, and opportunities for learning.</p> <p>Over time, schools in CMATs will have opportunities to collaborate in new ways, with the aim of sharing good</p>

			practice and working together on helping children with the most difficult challenges they face. For example, schools in MATs during Covid have been able to share the work of developing remote learning resources and support for technology. This helps teachers and other staff to be able to share their work load and we would hope to bring about positive changes particularly in areas where children need the most help and schools face the biggest challenges.
All Saints		Hello, will the uniform be changing?	No, the uniform will not be changing as part of the CMAT development process.
All Saints		Will school holidays still be based around Sheffield school holidays?	The arrangements for School holidays will remain a matter for the Head as now.
All Saints		Trusts and academies have generally been used to siphon funding away from school resource and into the pockets of senior administrators and managers that have absolutely NO interest in the education of children. I'd rather 3 teachers were recruited and paid by the school than a private sector manager looking for a nice secure pension pay-out. I appreciate this isn't a question, more a political statement on the corrupt nature of current practice in the education sector. Let's not endorse this practice, and instead focus our energies and resources directly where it will count.....to the kids. Thanks.	<p>To reassure you, both CMAT Interim CEOs are qualified teachers, one on secondment. Both CEOs have considerable education experience; all are firmly committed to education, in their roles, as parents and senior leaders in education. Spending on CEO and other central staff can have a benefit in a few ways. The central staff help to bring about the collaboration which brings benefit to the schools. That money is turning into benefit from collaboration.</p> <p>Central staff will typically work on activities that are duplicated across schools. This frees up time for staff in schools.</p> <p>Some of the spending simply replaces spending that schools have currently. E.g. payment towards finance or HR staff who work across the trust mean that a school can stop paying for an external HR or payroll contract. By pulling together some common contracts and</p>

			<p>purchases, MATs can get better deals which reduces expenditure for schools. Over time, most large MATs are able to generate enough savings and draw in additional funding to off-set costs for the central team. This does not happen immediately, but it is an aim in the way that we work. The CMATs will also be accountable to the Education &amp; Skills Funding Agency, the financial arm of the Department for Education. The CMATs are required to comply with the ESFA's Academy Trust Handbook which imposes strict requirements on the CMATs regarding expenditure and risk management, which the CEOs are personally responsible for. The ESFA monitors executive pay and assesses school and MAT budgets to ensure regularity and that value for money is achieved in the expenditure of all public funds.</p> <p>The CMATs have committed to presenting opportunities for work across the CMAT to staff who are currently in schools. This is because we want the work done by people who know our schools and are committed to them. Where staff do not wish to take on these central roles, or where we need new or different expertise, we will bring people in from outside. However, we are clear that all roles exist to serve our schools.</p> <p>The CMATs are also committed to keeping the central team as small as possible. We need to have enough staff in the right roles to ensure that we can benefit from time saving, collaboration and also can generate savings and additional income. However, we will build</p>
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All Saints		how does this change the current curriculum? what are the benefits?	The benefits of a frictionless transfer is very limited impact on the ground for our children in schools around the curriculum.
All Saints		<p>To whom it may concern. I am quite concerned, as I assume other parents may be also, over the information that it being presented in this article about the move to St Clare's MAT.</p> <p>Could All Saints school please address and inform as to whether the schools governing body and leadership team had agreed to this move?</p> <p>I do not believe it is in the best interest of the pupils for the school to be coerced into becoming a part of this academy trust and this is quite unsettling as a parent of a child only just starting their journey at All Saints.</p> <p>I hope you will respond to these issues promptly.</p>	<p>To ensure genuine and meaningful consultation, absolutely no coercion is in place. All Governing bodies and boards, not just All Saints will be making their own decision about joining the St Clare or St Francis Catholic MATs. Those joining on 1st April will be making their decisions by 22 February 2022. The Bishop's vision about the formation of two Catholic MATs, which all schools in the Diocese will join over time, was communicated and consulted on last year. The Catholic schools in the Diocese are now asked to make that vision work. We will be consulting throughout the process of building the CMATs over the next two years, checking on the impact of changes and the plans for the next step before moving forward.</p> <p>As noted above, there is still a great deal of flexibility about how we build the CMATs in practice. This consultation is beginning of ongoing process to build shared understanding across governing bodies and with the directors. Knowing what is important to children, staff, parents, what schools hope to gain, are worried about losing and what they can offer will inform the way and the pace at which we make changes. This will help inform your governing body/board about their next steps in the decision to join the CMAT and will form the basis of the way that we build central staffing,</p>



			<p>policies and procedures over time. This all needs to be based on an understanding of the hopes, fears and things that schools/academies have to offer to each other.</p>
All Saints		<p>I see few advantages to this scheme, and many disadvantages:</p> <ol style="list-style-type: none"> <li>1. The creation of an additional layer of highly paid management staff, who may have little real contact with students in schools yet make decisions that affect everyone, with little agency for parents in changing decisions that are taken at executive level. This could affect choice of GCSE and A level subjects, and drastically affect the life chances of young people.</li> <li>2. What will the CEO of this MAT be paid? The TES estimate that on average CEOs of MATS are paid in excess of £130,000 a year. Where will this money come from? If it is siphoned off from the schools, what services will be reduced as a result? We know that school funding had reduced in real terms over the last decade, already our children have reduced opportunities for extra-curricular activities, have poorer access to computer, arts and music equipment and poorly stocked libraries. How will paying an executive more than the prime minister help with this?</li> <li>3. How much will this MAT affect term dates? Deviation from the local council term dates has a significant impact on families. Not all children who go to All saints have siblings who go to catholic primary schools, it just isn't always practical for this to happen. We had a situation a couple of years ago where 2 of our children had a completely different Easter holiday from the child who</li> </ol>	<p>More information can be found on the Diocesan FAQs on the website. To reassure you, both CMAT Interim CEOs are qualified teachers, one on secondment. Both CEOs have considerable education experience; all are firmly committed to education, in their roles, as parents and senior leaders in education. Remuneration is competitive. Set up is however, designed to be cost neutral so various grants have been applied for to cover central costs initially. Spending on CEO and other central staff can have a benefit in a few ways. The central staff help to bring about the collaboration which brings benefit to the schools. That money is turning into benefit from collaboration.</p> <p>Central staff will typically work on activities that are duplicated across schools. This frees up time for staff in schools.</p> <p>Some of the spending simply replaces spending that schools have currently. E.g. payment towards finance or HR staff who work across the trust mean that a school can stop paying for an external HR or payroll contract. By pulling together some common contracts and purchases, MATs can get better deals which reduces expenditure for schools. Over time, most large MATs are able to generate enough savings and draw in additional funding to off-set costs for the central team. This does not happen immediately, but it is an aim in</p>

		<p>was attending all saints, meaning that we couldn't visit family, and the children could not spend valuable time with each other. It also meant that our All saints child was unable to take advantage of many of the excellent holiday activities offered at local level. I feel that a MAT will have greater power to ignore this kind of issue and create additional stresses for families.</p> <p>4. I have grave concerns about terms and conditions for teachers. MATs do not need to offer the same nationally agreed terms and conditions for teachers as grant-maintained schools. This has led to teachers being employed in MATS who do not have teaching qualifications, which undermines the professionalism of teachers and leads to a poor quality educational experience. I want my children to be taught by appropriately paid highly qualified teachers.</p> <p>I hope you take these objections into consideration.</p>	<p>the way that we work.</p> <p>The CMATs have committed to presenting opportunities for work across the CMAT to staff who are currently in schools. This is because we want the work done by people who know our schools and are committed to them. Where staff do not wish to take on these central roles, or where we need new or different expertise, we will bring people in from outside.</p> <p>However, we are clear that all roles exist to serve our schools.</p> <p>The CMATs are also committed to keeping the central team as small as possible. School leaders and governing bodies (to be called "Local Academy Committees") will continue to make decisions about budgets and holidays, observing any local traditions. The CMATs have committed to adopting and following all national and local agreements regarding pay and conditions of service appropriate to a Catholic school.</p>
All Saints		<p>Why is the diocese pushing for academy status against the wishes of the teachers, governors and parents? What do they hope to gain? Is it all about the money and creaming off the top like most MATs?</p>	<p>Please refer to the Diocesan FAQs on the Diocesan website.</p>
Holy Trinity	Emmaus	<p>Please can you share the vision, mission and values of the MAT. In addition to the business plan . Without this information to be able to ask a question of any merit is not possible</p>	<p>Please refer to the Diocesan FAQs on the Diocesan website and the responses to the other queries raised which address similar issues.</p>
Holy Trinity	Holy Trinity	<p>How is this going to affect and benefit the children?</p>	<p>The main benefit will come through greater collaboration, sharing of best practice and pooling</p>

			resources to work together in facing the most difficult challenges for young people (e.g. SEND, PP)
Holy Trinity	Holy Trinity	What negatives can you foresee from this?	There is no doubt that change can be uncomfortable for some and that the pace of change can lead to anxiety. The CMAT boards, with the support of the Diocese, have tried to manage all processes so that there will be little impact immediately and that changes will be introduced over time and in collaboration with schools. More time is being given for those schools that need it. The key driver is that increased collaboration between schools will improve day to day practices and create opportunities which will benefit staff and pupils. There will be increased accountability which will drive up standards and help sustain improvements. There will be some loss of autonomy for schools.
Holy Trinity	Holy Trinity	Nothing very happy	Thank you for your feedback.
Holy Trinity	Holy Trinity	Given your present location in the West Midlands how will you manage the school from that distance? I also note you've got a couple of school performing at Level3 & 4 and would like to know how your turning these school around? You also have a large financial deficit on companies house, which has increased further in the last 12 months? How are you planning on controlling this risk?	Sorry there may be a misunderstanding here, these CMATs are located in Sheffield not West Midlands and are not being managed at a distance. There are no academies currently in the CMATs and have no published accounts on Companies House as the CMATs were only very recently incorporated and accounts would not be due for a further 12 months?
Holy Trinity		No idea what it is	Sorry, if insufficient information has not been available. Please see Diocese of Hallam website for additional details and FAQs. This consultation is designed to receive feedback about the Bishop of Hallam's vision for setting up 2 new Catholic Multi-Academy Trusts to

			support all 47 Diocesan Catholic and joint Catholic and Anglican schools.
Holy Trinity		What's the biggest change going to be after the changeover? What does this mean for students/parents? Are we going to see a difference?	<p>In the short term the experience of children will not change at all. Same staff, head teacher and governors. Same policies and procedures.</p> <p>Over time, schools in CMATs will have opportunities to collaborate in new ways, with the aim of sharing good practice and working together on helping children with the most difficult challenges they face. For example, schools in MATs during Covid have been able to share the work of developing remote learning resources and support for technology. This helps teachers and other staff to be able to share their work load and we would hope to bring about positive changes particularly in areas where children need the most help and schools face the biggest challenges.</p>
Holy Trinity		Please confirm when the school will have an Ofsted report?	The actual date of inspection is as always a matter for Ofsted. All schools and academies have to be inspected by Ofsted within CMATs within current cycles.
Holy Trinity		1) Will the uniform change 2) will the school times change 3) will there be a school bus that goes through monkbretton. 4) will there be larger classes	The CMAT process is not impacting on matters of uniform, school day timings, school transport or class sizes. These remain as currently for your school/academy to determine.
Holy Trinity		I would like some reassurance that the Church of England traditions of Holy Trinity will also be respected and given equal prominence along with the Catholic ones	The status and practice of schools which are joint Catholic and CofE will not be changed. The move to the CMATs has been done in agreement with the Anglican Dioceses of Derby, Sheffield and Leeds. Those Dioceses will jointly appoint a director on the relevant CMAT board once those joint schools join the relevant CMAT.

			A memorandum of understanding is being put in place with each Diocese agreeing important protections to safeguard each school's distinctiveness as a joint church school. This is also recognised in the CMAT's scheme of delegation which sets out the rules that the trust board and governing bodies must work to.
Notre Dame	Sacred Heart	<p>I have some concerns about 'pooling of resources', will this mean teachers are moved between schools?. It also concerns me that 2 of these schools are not even in Sheffield.</p> <p>I am also concerned about the effects on communication between parent and school, for example the opinions of parents in a different school may influence what happens in my child's school</p>	<p>This is a no measures consultation so employee terms and conditions are protected. Employees will not be asked to change location due to the CMAT development or due to any resource pooling. The CMATs are built around existing families of schools, across the wider Catholic Diocese of Hallam. The parent and carer voices in this consultation are equally valid, but the communications between parent and schools remain local to the academy, a matter devolved to the Head Teacher.</p>
Notre Dame	Sacred Heart	<p>I do not feel that the benefits of joining a MAT have been properly explained. For example in practical terms how will expertise, resources and economies of a MAT be secured. What does this mean for each school?</p> <p>I also have the following questions:-</p> <p>1. Why do the Diocesan Board of Education for the Anglican Diocese of Leeds need to be consulted and involved? ( according to the draft scheme of delegation I have seen between the Hallam Schools' Partnership and Holy Trinity Church)</p>	<p>1) Some of the schools being consulted are currently joint denomination with the Anglican Diocese of Leeds (and others the Dioceses of Sheffield and Derby), they are being consulted as key stakeholders and will be involved and represented. The move to the CMATs has been done in agreement with the Anglican Dioceses of Derby, Sheffield and Leeds. Those Dioceses will jointly appoint a director on the relevant CMAT board once those joint schools join the relevant CMAT. A memorandum of understanding is being put in place with each Diocese agreeing important protections to safeguard each school's distinctiveness as a joint church school. This is also recognised in the CMAT's scheme of delegation which sets out the rules that the trust board</p>

		<p>2.)Why are Local Governing Bodies allowed to set their own policies and procedures but elsewhere they are required to adopt the policies of the MAT? Is this not inconsistent and what happens if there is a conflict ?</p> <p>3.)How will it be determined whether the senior school leadership are practising Catholics?</p> <p>4.)How will the company help with performance management and deal with disputes with local governing bodies</p>	<p>and governing bodies must work to. 2) Governing bodies set their own policies and procedures currently, but the CMAT core HR policies will be CES policies which are common in our schools already (particularly in academies). They cover all of the statutory entitlements around sickness absence, maternity leave, etc. 3) CMAT CEO roles were advertised as Catholic roles, with references sought from clergy as part of the recruitment process. 4) The CEO will lead the performance management of the Head/Principal or Executive Head where operating across more than one academy.</p>
Notre Dame	St Mary's	<p>What do the teachers think about this?</p> <p>How will teachers pay and conditions be protected? Pay progression? Changes to pay?</p> <p>What will happen to the governing body?</p> <p>How will this impact the schools budget and finances?</p> <p>Will the curriculum change?</p> <p>Will teachers be expected to move between schools?</p> <p>Will there be redundancies?</p> <p>What will happen to funds collected by parents for the school?</p> <p>Who will the MAT be accountable to?</p> <p>How is the MAT funded and the money allocated to schools?</p>	<p>Teacher views have been sought as part of this consultation. This is a No Measures consultation so pay and conditions are protected in transfer under TUPE regulations, teachers will not be expected to move schools or sites as part of this process. The Curriculum is not changing as a result of the CMAT process. Funds collected by parents for schools will remain as currently, for schools. The CMAT CEO and accounting officer is accountable to the Secretary of State for Education and Parliament. The CMATs are accountable to the Bishop and to the government through organisations like the ESFA, in the same way that schools who are already academies are. Schools who are voluntary aided are accountable to the Bishop and to the local authority. The costs will be shared across all schools as a common percentage of the grant funding per pupil.</p> <p>Schools will not be put into a deficit position. Where a</p>

			<p>school cannot afford the full amount, this will be covered through shared reserves until such time that the school can pay and, indeed, can put money back into the shared reserves.</p> <p>Budgeting is very careful to ensure that the central team is affordable with projected surplus and reserve funding. This is rigorously checked by the ESFA, the agency that oversees funding for schools. The CFO will also be working with schools to help ensure that schools don't get into financial difficulty. This is all done to ensure that schools are not put at risk by financial difficulties elsewhere.</p>
Notre Dame	St Marie's	<p>I don't believe I have any questions but I would, like to put on the record my strong support for this process. This offers us political resilience in an uncertain political era. It offers us opportunity to develop staff, we have lost several good staff at ND seeking development, we should be able to do this within the MAT building on the work by Mrs Calvert for the diocese. For children it offers us opportunity to work on transition better - the work done by Mrs McCole with her forensic workshop was excellent and similar provision needs to be available consistently and for all students in L6. Best practice can be shared and maintained. It also may offer opportunity for shared services, purchasing, IT and backroom services finance and HR ; this could free up additional funds for frontline delivery. We should embrace this and move forward positively.</p>	<p>Thank you for your feedback.</p>
Notre Dame	St Marie's	<p>Will each school retain its own character, style and decision making?</p>	<p>Much will be retained as led locally by the Headteacher. As set out in the CMAT's scheme of delegation, Local</p>

			Academy Committees (the new name for governing bodies) have a number of roles. They are made up of Local, Foundation and Parent Governors providing local accountability, safeguarding Catholic ethos, being the local eyes and ears for the Bishop, providing Parish links, engaging local stakeholders and holding academy leaders to account for performance and effective use of resources on a day to day basis.
Notre Dame		I think the MAT is a good idea to support our Catholic schools and bring them together with a shared vision. Whilst each school would be keen to retain its own identity and ability to make operational decisions, I am concerned that too much autonomy would be retained by the local governor board which would not alleviate issues currently being felt by leadership in schools around governance (as well as being a parent of a children in catholic schools, I also work in one and haven't seen a similar consultation for staff so am airing this concern here!)	Thank you for your feedback.
Notre Dame		Will this result in skilled teachers being sent to other struggling Catholic schools, resulting in GCSE and SATS being affected?	No teachers will be sent to other schools, this is a "No Measures" TUPE consultation where existing terms and conditions for employees including place of work, are protected in law. There will be opportunities for roles and secondments to work across more than one school and/or with the central team, but members of staff will not be required to do so.
Notre Dame		My main concern is the exposure to financial failure. Should the new MAT fall insolvent for whatever reason, what would become of Notre Dame? Although hopefully hypothetical, I have evidenced in	There is a growing body of evidence about the impact of MATs on education. In short, it is clear that being part of a MAT is neither automatically a good or a bad thing. There are advantages and there are



		<p>failures of other MAT's a lack of safeguarding for such a worst case scenario and the risk this may therefore place on the founding institutions. I have noted in one of my previous employment roles how such institutions become political footballs, with potentially the highest bidder winning control and subsequently reconfiguring the institution in a way that takes it far away from the founding ethos.</p>	<p>disadvantages. I noted the most recent study looking into the experience of MATs which found that the large majority of staff and parents reported that the benefits from joining a MAT (mainly collaboration) outweighed the disadvantages (mainly less autonomy).</p> <p>We are drawing on both the experience of people who have worked in and led MATs and on the evidence which helps to learn the lessons where MATs have not brought about benefits and also where they have.</p> <p>The rules set by bodies such as the ESFA are increasingly tight and they are based on experiences of the practices that are needed for MATs to operate well in terms of finance. The ESFA have supported the approval of the CMATs and will continue to work with us closely.</p> <p>Across our CMATs (board of directors, and interim CEO we have a mix of people with significant knowledge of and commitment to our schools, with current and former members of school staff (including head teachers) and former governors in our schools). They are supported by CFOs with significant experience working in large MATs and in other similar organisations. We are taking advice from a wide range of people who have a similar broad experience of setting up and working in different roles in large MATs. We are drawing on all that experience not just now, but will do as we develop our CMATs together. Evidence says that it takes around 2 to 3 years to fully establish all the benefits of a MAT of this size and that it is best done step by step, ensuring that changes serve the</p>
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			needs of schools, are made at a pace which is manageable and that they are always affordable.
Notre Dame		The initial letter came out saying there would be a consultation on turning into a MAT and yet it appears to have no information accompanying it about what the formation of an MAT means for the school and the children. The letter was vague beyond belief. It is very hard to comment or contribute to the consultation process if no material is provided on the pros and cons of becoming a MAT and we don't really know what we are being consulted on. Until I saw this google form today I didn't even know what schools it would bring together. It makes this appear less of a consultation and more of a tick box exercise. Not a promising start for a new organisational structure if this an indication of what is to come.	Sorry to hear that communications about the CMAT have not reached you or have provided insufficient details. More information can be found on the Diocesan FAQs on the website including the Bishop's vision, the Measures Letter and numerous FAQs.
Notre Dame		Will there be a change in the quality of education our kids get?	One of the aims in the Bishop's vision is to prove outcomes and life chances for our young people by encouraging greater collaboration between schools. This includes pooling resources and sharing expertise. There will be no immediate changes but progress should be seen over time.
Notre Dame		Could we have details of the proposed MAT in respect of specific additional benefits which enjoyed by Notre Dame so that we can form an opinion and comment	More information can be found on the Diocesan FAQs on the website. We do hope that our outstanding schools will continue to help our more disadvantaged schools. Investment in continuing professional development and school improvement, across wider management spans, will enable continuous improvement. We anticipate an immediate benefit of Government funding in transition enabling additional

			<p>senior leadership and financial expertise e.g. in making grant applications to support transition and central legal advice to support the process. As we are committed to a frictionless transfer, day to day experience for both children and staff will be unchanged. Heads will continue to have delegated responsibility to oversee teaching and learning and related methodologies, as well as continuity of teaching and learning. Access across a wider labour market for vacancy filling may mean we are able to fill vacancies more quickly e.g. with secondment opportunities. In summary, the main advantage is collaboration and the main disadvantage is some loss of autonomy. This was the finding in recent research into the experiences of staff and parents whose schools have joined MATs and it mirrors with the common experience shared. MAT structures require people to collaborate more across schools and they also make it easier to do so. Staff employed centrally who work across schools help to facilitate collaboration. This collaboration is across all areas of school life, policies, classroom practice, training and development, recruitment, etc.</p> <p>To gain that improved collaboration, schools lose some freedom in some areas (those which have an impact on other schools) and they also 'pool' some of their money to pay for things that are shared across the Trust.</p> <p>Recent evidence found that, on balance, the overwhelming majority found that the benefits from improved collaboration at outweighed or at least balanced any downsides from reduced autonomy. It will</p>
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			be up to governing bodies, head teachers, the CEO, CFO and directors of CMAT's to keep that balance as we develop our CMATs together.
Notre Dame		Would it be possible for Notre Dame and All Saints to join forces for smaller A level subjects eg: Music or for students to be able to access subjects that are not currently offered at both schools?	Collaboration between schools can continue as now.
Notre Dame		Why have parents not had more information about the MAT before this point? It is difficult for us to know what questions to ask if we do not have the relevant information. How will ND benefit from being in the MAT? What potential disadvantages will there be?	Sorry to hear that communications about the CMAT have not reached you or have provided insufficient details. For more information, please visit the FAQs on the Diocese of Hallam website.
St Pius	St Alban's	When will the term dates be made available please? And will all of the schools in the MAT have the same holiday dates?	The current published school holiday dates for the current academic year remain unchanged. Holiday dates are devolved, so not all academies will have the same dates.
	Sacred Heart	Will Sacred Heart School still will be a feeder to Notre Dame Secondary School?	Yes.
	Sacred Heart	Will it change the day to day running of the school?	No, transition to the CMAT wil not change the day to day running of the school.
	Sacred Heart	What does this actually mean for Sacred Heart?	In the short term the experience of children will not change at all; same staff, head teacher and governors; same policies and procedures. Over time, schools in CMATs will have opportunities to collaborate in new ways, with the aim of sharing good practice and working together on helping children with the most difficult challenges they face. For example, schools in MATs during Covid have been able to share the work of developing remote learning resources and support for technology. This helps teachers and other

			staff to be able to share their work load and we would hope to bring about positive changes particularly in areas where children need the most help and schools face the biggest challenges.
	St Alban's	Will the school hours be changing	No school hours will not be changing. Remains a decision for school governors informed by the Head Teacher. Any change would need to be done in consultation with parents and staff as it is now. This will not be something directed by CMAT directors.
	St Ann's	Who will control the schools budget/funding?	The CFO will be responsible for reporting to the CEO as accounting officer, accountable to the Secreary of State and to Parliament. Heads will be working to budgets agreed with the school and within statutory obligations and requirements.
	St Catherine's	Why was this kind of organisation implemented ? What is the benefit	Please visit the Diocese of Hallam website for a full list of FAQs.
	St Catherine's	I do not have any concern	Thank you for your feedback.
	St Catherine's	I am happy.	Thank you for your feedback.
	St Catherine's	What is the benefit of my child to join in this catholic mission? Is it like he needs to attend any class or something?	The Catholic ethos and mission of the school is embedded within the values, cultrure and ways of working within school. There is no requirement for our pupils to attend an additional catholic mission class.
	St Catherine's	Will the working relationship with local authority change? Can the aims and missions of the St Clare MAT as well as structural framework with other schools be published for parents please? Will there be opportunities to work together with other schools within the same MAT?	For schools which are already academies, there will be no change to the relationship with the local authority. For schools which are voluntary aided, the school will become accountable to and be supported by the CMAT board instead of the local authority. The CMATs are engaging with local authorities and are

			keen to maintain the many helpful working relationships that already exist across the schools.
	St Catherine's	<p>We are parents of a pupil at St Catherine's in Sheffield, which is an outstanding school. We have read the FAQs document on the diocese website and the information provided by the school, and we would like to make the following comments regarding the proposed CMAT. We can see that joining a MAT could bring a positive impact for schools which may be struggling, but we are concerned that there may be fewer and less significant benefits and potentially some negative consequences for an already outstanding school like St Catherine's. We would like to ask what will be done to ensure that successful schools are not hindered by being part of a MAT? And on the other hand, what is to be gained for successful schools like St Catherine's? (please excuse the colloquial language, but 'if it ain't broke, why fix it?')</p>	<p>Even for outstanding schools, we know we are stronger together. We do hope that our outstanding schools will continue to help our more disadvantaged schools. Investment in continuing professional development and school improvement, across wider management spans, will enable continuous improvement and provide opportunities for staff and pupils. We anticipate an immediate benefit in receiving Government funding for the transition, enabling additional senior leadership and financial expertise e.g. in making grant applications to support transition and central legal advice to support the process. As we are committed to a frictionless transfer, day to day experience for both children and staff will be unchanged. Heads will continue to have delegated responsibility to oversee teaching and learning and related methodologies, as well as continuity of teaching. Access across a wider labour market for vacancy filling may mean we are able to fill vacancies more quickly e.g. with secondment opportunities. More support will be available to help the transition from primary school to secondary school.</p>
	St Mary's	<p>I felt that the initial communication was unclear regarding which schools would go within each of the two MATS that were mentioned - could this be clarified?</p> <p>In addition, would local governance sit within the board of Trustees? If not, how would feedback from individual</p>	<p>Of the 47 Diocesan schools/academies, the Bishop's vision is for all schools to join one of two CMATs. 23 will join St Francis, 24 will join St Clare. Families of schools have been kept together, with St Clare focused on Sheffield Schools and the St Pius, Notre Dame and All Saints families of schools.</p>

		schools be reflected with the board of Trustees and assist the free direction for individual schools?	
	St Mary's	Will this collaboration affect the day to day running of the school and the curriculum?	As we are seeking a frictionless transfer, school arrangements locally for running the school and curriculum will not change significantly day to day. Responsibility remains devolved to the Head/Executive Head/Principal.
	St Mary's	What does it all mean?	Please refer to the FAQs on the Diocese of Hallam website for a full explanation.
	St Thomas of Canterbury	Why are you consulting parents after the decision to join the C-MAT has been made?	The decision to join the CMAT has not been made. Schools will not join the CMAT until governing bodies have resolved to do so. Governing bodies will be able to take into account all of the views and questions shared by parents and staff members during the consultation when making their decision. The CMATs will also provide information in response to those questions. The only decisions that have been made already are the decisions to establish the CMATs (as this was required by the RSC) and to commence a process to apply for approval from the RSC/DFE (this enabled the academy orders to be granted and funding to be accessed to support the processes that needed to be undertaken). The Bishop has set out his vision for schools working together in the Diocese through the creation of the two CMATs. How those CMATs work in practice and how they develop over time will continue to be based on consultation with schools, now and in the future.
	St Thomas of Canterbury	How will this impact on the governance of the school, and an ability through the existing structure to directly influence the performance/ hold the school management	Much will be retained as led locally by the Headteacher. As set out in the scheme of delegation Local Academy Committees have a number of roles, they are made up

		<p>to account?</p> <p>How will this affect the additional support that parents provide to the school in the form of the PTA that identifies and supports investment for the improved welfare and experience of pupils?</p>	<p>of Local, Foundation and Parent Governors providing local accountability, Catholic ethos, being the local eyes and ears for the Bishop, providing Parish links, engaging local stakeholders and holding academy leaders and managers to account for performance and effective use of resources on a day to day basis. PTAs and money raised for the school are not affected. Hope they carry on growing from strength to strength. Money raised stays with the school and is not used for shared CMAT funding.</p>
	St Thomas of Canterbury	<p>What Kind of study? Thank you</p>	<p>Please refer to the FAQs on the Diocese of Hallam website for a full explanation.</p>
	St Thomas of Canterbury	<p>I am writing with my views concerning the proposed MAT. As a teacher myself and the sister of a headteacher whose school has become part of a MAT in recent years, I am opposed to MATs on a number of fronts.</p> <p>Firstly I believe they restrict the freedom of individual schools and makes it much more difficult for them to respond to the very individual needs of their pupils, parents and staff.</p> <p>Secondly, I believe that in this climate of missed schooling and economic hardship, where many children and their parents are suffering great mental and emotional distress, to spend money on consultations and big salaries for CEOs rather than on teachers, monetary assistance for families and mental health support, is immoral. I feel that there is a large element here of empire building and self interest instead of care and concern for the education and welfare of children and their families.</p>	<p>Thank you for your opinions. First we can reassure you this is not a consultation in name only. It is a genuine and meaningful process. As we are managing a No Measures TUPE transfer, no employees will lose their positions or livelihoods as part of this TUPE transfer. All employee terms and conditions are protected. The number of schools in the Diocese of Hallam (47) will not change as a result of this process, there is no empire building. As we are managing the transfer on a frictionless basis, underpinned by Catholic social teaching, the concern for all our pupils, families, communities, and all our employees is paramount. School and local freedoms will not be curtailed in the way suggested, individual schools will not be required to change the way that they respond to the needs of pupils, parents and staff. Greater collaboration between schools will be helpful as we can work</p>



		<p>Thirdly, the centralisation of administration involved in the formation of a MAT will mean that many long serving and valued members of school admin staff will lose their positions and livelihoods. Yet more children and families being caused hardship, anxiety and distress</p> <p>These are my views, I know they will alter nothing. This is a consultation only in name, as the MAT will go ahead regardless.</p>	<p>together to overcome the challenges faced by the pandemic and provide more support across our network of SEND and inclusion specialists.</p>
	St Thomas of Canterbury	<p>Hi, I am a parent of a child in reception. I am also a secondary school teacher. I wonder if, as part of the parental consultation for the proposed MAT, you may be able to answer the following queries I have:</p> <p>1) What specific benefits will there be to the pupils in StOC? Apart from economies of scale with regard to purchasing services or facilities, what will the children gain from the conversion? As an already 'outstanding' school how can we become even better? Will our 'outstanding' qualities/practitioners be diluted in order to offer training to other, weaker schools?</p> <p>2) Will there be the possibility / risk that staff from StOC are moved to work at different sites within the MAT? What will the MAT process mean for continuity of staff teaching StOC pupils? As there have recently been a number of changes to staff, predominantly on SLT but also with the loss of Head of EYFS, this is a concern.</p> <p>3) Will StOC have to contribute financially to MAT 'membership?' What will this mean for staffing levels &amp; resources within school that are currently benefitting StOC pupils?</p> <p>4) Will schemes of learning remain individualised to the</p>	<p>Thank you for your questions. Investment in continuing professional development and school improvement, across wider management spans, will enable continuous improvement and provide opportunities for staff and pupils. We anticipate an immediate benefit in receiving Government funding for the transition, enabling additional senior leadership and financial expertise e.g. in making grant applications to support transition and central legal advice to support the process. As we are committed to a frictionless transfer, day to day experience for both children and staff will be unchanged. Heads will continue to have delegated responsibility to oversee teaching and learning and related methodologies, as well as continuity of teaching. Access across a wider labour market for vacancy filling may mean we are able to fill vacancies more quickly e.g. with secondment opportunities. More support will be available to help the transition from primary school to secondary school. We do hope that our outstanding schools will continue to help our more disadvantaged schools. Yes, there is an expectation all schools will contribute to a management</p>

		<p>specific schools, or will the MATs be looking to standardise methodology? Who will oversee teaching and learning?</p> <p>I hope that you may be able to clarify some of these queries in the relatively short time before the proposed date for StOC to become part of the CMAT.</p>	<p>charge to share costs and create opportunity. Economies of scale will allow access to new funding opportunities, devolved capital funding rather than competitive bidding processes to maintain improve our school buildings for all our children. A No Measures TUPE transfer will ensure all employee terms and conditions are maintained. Staff will not be moved to work from different sites as part of this TUPE transfer.</p>
	St Thomas of Canterbury	<p>What effect would joining ST Claire's MAT have on the curriculum, in terms of content taught and expectations of children?</p>	<p>Day to day, expectations and immediate impact on curriculum, teaching and expectations will be limited where already good and outstanding, as we are seeking a frictionless transfer. In the long term, we will build on existing school to school collaboration which we would expect to lead to changes as schools share best practice and work together to find ways to better meet the needs of children. St Thomas of Canterbury has already contributed to and benefited from this type of work through teaching school operation. The CMAT will build on this type of work.</p>
	St Thomas of Canterbury	<p>How would St Claire's MAT implement the Catholic ethos?</p>	<p>The delegation framework sets out clear expectations including for the Catholic Life Board within the Trust to guide us.</p>
	St Wilfrid's	<p>Thanks for setting up this consultation. Whilst I'm pleased that the catholic ethos of the school won't change, please can you provide more detail about how the education of the children and wider extra curricular activities (such as music lessons) might change? Will staff be swapped throughout the academy or will staffing remain consistent within each school.</p> <p>Will the current school size change?</p>	<p>As we are seeking a frictionless transfer, school arrangements locally will not change significantly on day one, including arrangements for current extra-curricular activities and other similar contracted provision - including SEND as commercial contracts novate to the new CMATs. Employees will remain on current arrangements reflecting regional situations, with their Terms and Conditions protected in the No</p>

		<p>What exactly will be the shared resources and economies of scale - will these be limited to back office functions rather than education?</p> <p>Finally, please can you confirm how the senco provision within the school would be delivered after we are part of the academy.</p> <p>I'm looking forward to hearing more detail about these proposals over the next few weeks</p>	<p>Measures TUPE transfer. We anticipate negotiating contracts with improved economies of scale when current contract terms end. E.g. centrally managing the relationships with HMRC, or auditors, or better printing deals. We also expect to be able to access more central funding e.g. devolved capital, as well as central grant funding for set up.</p>
Anon	Anon	<p>The MAT's seem unusually large. Is there evidence of a successful proven track record from the people responsible for pulling this together?</p>	<p>While the CMATs are large, the growth trajectory is phased, with scope to continue to grow together over time. The Interim CEOs and CFOs have extensive experience in managing a wide span of responsibility and budget, including in Multi-Academy Trusts.</p>
Anon	Anon	<p>Anything has to be better than what it is now, I would hope there is a better behaviour management policy and implementation. Joining up the learning from other schools. I think it's a great idea stronger together and all that</p>	<p>Thank you for your feedback. We agree schools will be stronger together. Sorry to hear the behaviour management and implementation is not working optimally currently. CMAT Policies are in line with Catholic Education Service best practice.</p>
Anon	Anon	<p>Will the budget allocated to each child increase and go directly to their education once we join? What is it currently and what are you projecting it to be? Will parents get this information? Especially if they request it? You mention economy of scales financial savings do you have actual evidence of this?</p> <p>Running big MAT's inevitably means large administration costs can you guarantee that the budget allocation for each child will not be used for administration?</p> <p>Will we have full disclosure of salaries especially paid on the board of directors and particularly CEO's?</p>	<p>Budget currently allocated on a per pupil basis will continue to be spent on education, including administration. Hypothecated funding e.g. for SEND will not be funding the CMAT. The 2022 to 2023 academic year provisional allocations for the National Funding Formula were set out for schools on 19 July 2021 and are available on the <a href="https://www.gov.uk">Gov.uk</a> website for parents who wish to view. Actual allocations will be issued to schools by April 2022. NB Local Authorities can set a local formula in consultation with the local schools forum so actual funding may be different to the amounts shown in tables. Economies of scale in contract negotiation has</p>

			<p>already identified a company willing to offer a discounted rate and more flexible terms for services across a CMAT compared to current renewal rates. Additional grant funding has been secured to ensure the cost of transition is cost neutral. Administration is a central part of the leadership and management of a school or an academy. Yes, executive salaries above a certain threshold have to be published in company statutory accounts, as a matter of public record and are monitored by the ESFA/DfE. The CMAT boards of directors are all voluntary, and unpaid roles (some travel expenses for meetings are payable).</p>
Anon	Anon	How quickly will we get a direct and prompt response to our questions or do we have to wait until the consultation period is over before we get a response?	<p>The consultation ended 11 February and then we anticipate Governing Bodies and Boards will meet to confirm their resolutions. Due to the timing of half term, we expect to be able to confirm the first tranche later in February. The responses will be collated into a report. We anticipate consultation reports and questions and answers, for each CMAT, will be made available following the consultation process, for wider circulation week commencing 14 February 2022.</p>
	St Mary's Maltby	<p>In my opinion the MAT is a good idea. The school needs additional resources and support in order to improve. It also needs funds to physically improve the learning environment for our children.</p> <p>I would be interested in having the opportunity to hear from the CEO of the MAT as to the plans for our school and for the MAT (a physical or virtual meeting), it would be good to have this on an ongoing basis as this is not something we have at school at all currently.</p>	<p>Thank you for your feedback and encouragement. We are keen support and work with St Mary's Maltby on this journey. Our St Francis interim CEO is already engaged with St Mary's schools improvement work. She attended a virtual meeting on 14 January and has been invited to future meetings. The CEO is visiting the school on 7 February and is in regular contact with the Head. The CMAT has been applying for grant funding to bring</p>

		I am also interested to know why CEO positions are interim and when they will Be made permanent positions and who will be doing these roles? Thanks	additional resources into the CMAT and anticipates being able to access additional funds e.g. for capital as we grow.