

Multi-Academy Trusts - the rise in Multi Academy Trusts and what this may mean for school caterers and suppliers to the education catering market.

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What is a Multi Academy Trust?

- ▶ A multi-academy trust (MAT) is a single entity established to undertake a strategic collaboration to improve and maintain high educational standards across a number of schools.
- ▶ A group of schools form a single MAT which has overarching responsibility for their governance through the Trustees and Members
- ▶ The MAT is accountable for the performance of each school in the group, although each can still have their own governing body which operates subject to delegation of power from the MAT.

Pros and Cons of a MAT

- ▶ There are clear advantages to the MAT structure. Undoubtedly, the formal structure allows more school to school support so that weaker or smaller schools can benefit from the experience and skills evident in stronger or larger schools.
- ▶ MATs also encourage economies of scale in shared services such as finance, administration, catering and premises and the academies within the MAT can often negotiate preferable contracts and services, improving value for money.
- ▶ The trust itself is the employer of all the staff, rather than the individual academies. This makes it far easier to transfer staff resources across all academies within the trust.
- ▶ There is a danger that as the MAT grows it may become increasingly difficult to ensure consistent systems and procedures are applied across the trust.
- ▶ Expectations at individual academies need to be managed. Some may have joined the MAT voluntarily, others may have been forced into joining because of poor educational results or weak governance structures. Individual academies may feel that their own independence is threatened and there is always a risk that, should one of the academies in the trust fail, this will affect the reputations of all the schools in the trust.

The Cam Academy Trust - Case Study of a growing MAT

The story of the development of a
Multi-Academy Trust in the Eastern
region

A particular focus on moving from a
single-phase to a cross-phase MAT

The Cam Academy Trust: Origins



February 2011

The Comberton Academy Trust is established
as a Single Academy Trust to enable
Comberton Village College (Foundation
Secondary School with a Trust) to convert to
Academy status

The Cam Academy Trust: Developments



September 2011: Sponsor The Voyager Secondary School, Peterborough.
Move to become a Multi-Academy Trust

September 2013: Open Secondary Free School, Cambourne Village
College, Cambridgeshire

September 2013: Melbourn Village College, Secondary School,
Cambridgeshire, joins the Trust

April 2016: Gamlingay First School, Cambridgeshire, joins the Trust. To
move to Primary status, September 2017

September 2016: St Peter's Secondary School, Huntingdon,
Cambridgeshire, joins the Trust

January 2017: Hartford Infants and Junior Schools, Huntingdon,
Cambridgeshire, join the Trust

The Cam Academy Trust: Developments



January 2017: The Voyager Academy moves to a new, Peterborough-based Trust

June 2017: Jeavons Wood Primary School, Cambourne, Cambridgeshire joins the Trust

Further Primary Schools in conversation about possibility of joining the Trust

Cambourne Village College set for further considerable growth

The Cam Academy Trust: Some Key Aspects of Development

On reflection, certain things were/are key to the Trust's development:

- ▶ Establishing purpose from the outset
- ▶ Establishing infrastructure
- ▶ Overall leadership model
- ▶ Clarifying strategic priorities
- ▶ Name change

Establishing purpose

Five core principles, genuinely meant and believed, established at the outset have proved very powerful:

- ▶ **Excellence:** only the best education is good enough
- ▶ **Comprehensive:** it must be excellence for all
- ▶ **Community:** School at the heart of the community (Henry Morris)
- ▶ **Partnership:** within and beyond the Trust
- ▶ **International:** clear international aspect to education

These drive each school and the overall Trust

Establishing infrastructure

With two schools, operated as a partnership of two schools

Once gone to four schools (and then beyond), a proper infrastructure was needed

Top slice of 4% of basic pupil unit funding finances infrastructure

Support services infrastructure: Finance and Operations Director, HR Manager, Facilities Manager, IT Manager, Press and Communications Officer, PA and Clerk, Finance Assistant(s), legal, financial, etc. support

Education services infrastructure: Director of Education, Director of International Education (and Research), Directors of English and Maths, SEND support

Clarifying strategic priorities

The need for a Business Plan(?)

Key strategic priorities clarify and guide development

December 2015: Three clear priorities determined:

- ▶ Local ('Local means local')
- ▶ Become properly cross-phase
- ▶ Open new provision in own 'territory'

Decisions about development then become fairly straightforward

What are therefore the implications for the Catering industry???

There is a need to incorporate following to ensure the establishment of a successful partnership:

- Define their **ROLE**
- Create a **VISION**
- Apply a **STRATEGY/DIRECTION**
- Establish **COLLABORATION**
- Evolve **COMMISSIONING**

Define their ROLE

- System Change
- Looking at the bigger picture
- Networking
- Innovation
 - *Use of ICT*
 - *Executive Chef*
 - *Delivery and offerings of food*
- What can you offer???
- *Value for money*
- *Incentives - bonuses*
- *Create a working relationship - joined up thinking (listening to the customer)*



Create a VISION for working together

- Providing an understanding of advantages of working with a MAT
- Understanding and linking with the MAT's vision
- Adapting to the different schools structure and resources
- Looking for innovative ways of delivery
- Sharing good practice amongst the schools within the MAT
- Valuing the relationship



Apply a STRATEGY/DIRECTION within the relationship

- Creating an effective STRATEGY across the MAT that leads to both improvement and growth of catering throughout all the different schools
- Setting High Expectations for quality and delivery
- Use of IT to provide efficiencies and improved costs



Establish COLLABORATION

- Establishing an outstanding working relationship across all forms of trust leadership
- Establishing a positive and strong relationship with the Facilities and Human Resources Manager





Evolving successful COMMISSIONING

- Identification of professional services and resources to support both the progress and improvements within catering in each of the schools, these may include:
 - *Use of technology*
 - *Bespoke services appropriate to each individual school*
 - *Investing in CPD opportunities for all staff*
 - *Flexibility of staff deployment*
 - *Support for succession planning - Chef/Cook Manager*

Working together to ensure that
we achieve agreed outcomes -
quality catering that impacts on
pupils learning through listening to
expectations and delivering on
creativity, continuity and
consistency.