



Summary of responses from Governors' meetings in consideration of what we would be looking for in a Multi-Academy Trust to consider it to be a 'good fit' for

High Lane Primary School (November 2023, December 2023, February 2024, May 2024)

What do we want from an academy/MAT?

- **Core values and ethos** - Our core values align with the ethos of the MAT, core values should be accepted and respected, children continue to feel like they attend 'High Lane Primary', a MAT that appreciates how important identity is to HLPS and doesn't try and change it, allows schools to tailor the vision to each individual context, mindful of community needs, values what our small school can bring to the MAT
- **Shared vision** – common ethos, a primary-focused MAT, supportive, collaborative, wellbeing of all is paramount, a MAT that has a highly competent and effective leadership and governance team that we can trust, capacity to support all schools within the MAT
- **Location** – Local and ideally Stockport based, should be able to easily visit and collaborate with partner schools
- **Balance of schools** - Not specific to just one of our feeder secondary schools to continue to encourage our families to choose the 'best fit' secondary school for their children, not a large trust incorporating a large number of schools spread over a wide area or a very small trust of one or two schools.
- **Leadership** - a MAT that seeks to develop strong relationships, leadership that listens and cares then acts with this in mind, maintaining a positive reputation, not operating from the 'top' 'down', ability to retain identity, a voice, transparency, 'done with', retaining control and/or a say in things that are most important, school improvement offer and what this looks like
- **Curriculum** – A curriculum that is flexible enough to be developed and enhanced by our school – the people who know our children best, we don't want a fully prescribed curriculum, meaningful curriculum for all
- **Inclusivity** - inclusive vision, personalised, cares about individuals, recognises strengths of HLPS staff, children and wider community, a wide view of inclusion
- **Resources** - Sharing of resources, some centralised admin in aspects that aren't specific to HLPS, a MAT that is skilled at taking on some of the necessary 'core' tasks that enables schools to focus on the curriculum and its delivery
- **Professional Development and/or Support** - benefit the school community, range of CPD that draws on the strengths across the MAT, supportive and professional community, staffing support, local support, wider opportunities, networking for leadership and curriculum development, geography that supports collaboration, opportunities for collaboration
- **Funding** - Better funding/more effective model, support in finding solutions to some of the financial burdens, a trust that is willing to delegate budget back to schools
- **Staff** - Staff to continue to feel they can be ambitious and creative in their teaching, professional freedom and trust, a MAT that will work in partnership with us and not dictate to us, headteacher autonomy over decisions that are day to day for the school, celebrates positive strengths and reputations of all schools,



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strengthens current practices and builds on strengths already existing within the school team, encourages staff to grow and develop their own skillset and share this with others.

- **Pay** - fair pay conditions, beneficial working conditions that align with the STPCD and Burgundy Book, security for staff jobs, staff contracts maintained and benefits unchanged - unless positive changes can be made, staff conditions/pay/structure are protected and promoted, everyone is valued, retain or improve staff structure