



Mosaic Partnership Information Session October 2023

On behalf of the Mosaic Trustees, Heads and Chairs of Governors



What we will cover this evening

What is Mosaic and why we want to form a new Trust

The vision and aspirations that the schools have
agreed for the Trust

The importance of people

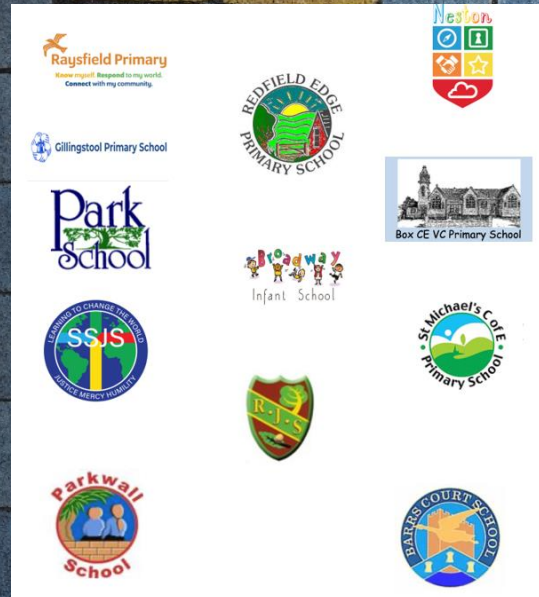
The geographical areas and communities we will
serve

Governance, leadership and structures

Our school improvement model

Our mission

‘Integrity, Innovation and Partnership’



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What is the Mosaic Partnership?

**Why do we want to form a new
MAT?**

As a group of **twelve Church and Community Schools** across South Gloucestershire and Wiltshire we want to formalise our **collaborative model of working**. We believe that as a **family of schools** forming a Trust we can achieve:

- Deliberate and purposeful collaboration which strengthens and builds capacity at all levels.
- A strong, highly skilled, and resilient trustee and governance structure which focuses on enabling and empowering people.
- School environments where all children, particularly those that face disadvantage can flourish and where equality, diversity, inclusion, and belonging are front and centre.
- Professional growth and development that creates cultures and communities of improvement.
- A sense of civic duty underpinned by the **Charitable status** where we can benefit from sharing our learning but also learning from others.
- Financial stability through robust systems and structures.

We are a strong family of schools that serve diverse communities including two of the most deprived wards in South Gloucestershire and schools that are faith based, rural and small. We would want to work alongside the Diocese, Local Authorities and Academy partners as the Trust grows and develops.

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**What vision and aspirations
have the schools agreed for
the Trust?**

We are a family of diverse schools that have connected because we believe the power of the team is more than the power of the individual. Transforming the future for our children, families, communities and staff through integrity, innovation, and partnership sits at the centre of everything.

- **Belonging is important:** we place our children, families, community, and staff at the centre of all we do.
- **Relationships matter to us:** we are compassionate and empathetic and focus on the well-being of everyone in our trust community.
- **Learning together is key:** we try new things and take evidence informed risks so that our children and staff can thrive.
- **Everyone is committed to every pupil across the Trust:** we are one team, but we value the unique character of each school.
- **Community matters:** we aim to embody 'community' and connect with the Church and local organisations, where the emphasis is on what we can contribute, rather than on what we might receive, and where we give according to need; especially to the most disadvantaged.



Vision based FAQs

Will we lose our school and community identity?

This is a Trust that has been shaped with school leaders and governors. It celebrates the uniqueness of individual schools whilst recognising that working together can bring benefits. One of the central benefits is that the Trust model allows school leaders and teachers to get on with the education – with other aspects of the role operating centrally.

Schools have long and historic traditions as either Church Schools or Community Schools and this is protected through '**Equity Articles**'.

This isn't an established MAT, does this matter?

This will be a **new MAT** and will be **Primary only** and will serve the communities of South Gloucestershire, the Bristol fringe and West Wiltshire. Initial feedback from a number of schools on the consultation is the appetite for a Primary MAT. Those involved in the scoping have engaged with established MATs across the local and national landscape and have engaged in professional services to develop the offer.

What about the provision for pupils with SEND?

Inclusion sits at the heart of the Trust offer and we want our pupils with SEND to benefit from the Trust model. There will be **no changes to SEND funding**. There will be access though to more specialist advice, guidance and support from across the Trust schools, with a number having specialist SEND expertise. As a group of schools, we will also have **more influence** through the central team on raising matters such as funding and support with central and local government.

Our school has been successful as it is, why are we looking at changing now?

The success of schools rests with the leadership and governance structures that exist. Some of the thinking around this academy process is based around being there at the start of a new Trust, cementing relationships that already exist, having a choice on our destiny which is diminishing overtime and protecting our unique identity. Successful schools will always look at weighing up new opportunities and feedback from our Heads and Chairs is that this is where they see the future.

A mosaic background composed of small, square tiles in various shades of blue, yellow, and brown. The tiles are arranged in a grid pattern, with some tiles missing or broken, creating a textured and colorful surface. The text "People are important" is overlaid in the center in a white, sans-serif font.

People are important

What will this mean if I am a child at the Mosaic Partnership Trust?

- You will be safe and well cared for by adults that you can trust.
- You will be accepted for who you are and listened to, you will feel confident to express your own opinion and views.
- Adults will take time to find out about you and understand what is important to you, helping you when needed.
- You will try new experiences and learn new skills so that you are ready be an independent citizen.

What will this mean if I am a member of staff at The Mosaic Partnership Trust?

- You are the Trust's most important resource; the greatest investment we can make in our children is investing in our staff.
- We are committed to attracting, identifying, and developing exceptional talent; you can expect a clear pathway of professional development and career progression.
- We will make evidence informed, deliberate decisions, communicating with staff at all levels across the schools. Your workload will be considered so that you have the knowledge, skills, and resources to do your job well ensuring you are not overstretched.
- We will do fewer things in greater depth; we will draw upon the strength from within and beyond the Trust to help us to grow and improve.

What will this mean if I am a member of the community at The Mosaic Partnership Trust?

- You can expect every school in the Trust to have its own identity and community pride.
- Your contribution will be valued and respected; you will always be welcome; you will always be listened to. Communication with you will be timely and honest.
- If personal circumstances are difficult for you, we will listen and do what we can to help you and your family.
- We will work with you so that you are confident to help your child with their learning.
- You can expect Trust leaders to prioritise training for all members of staff so that your child has the best opportunity to thrive and be successful.
- You can be confident that we will ensure that every child makes progress from their individual starting point; we will include, support, and enable all children to fully access our rich curricular offer.



People based FAQs

How will Mosaic benefit the children – ensuring our children’s education is of high quality, is the main business of our school. What are the main benefits for our children?

This is about the ‘Unique Identity’ of the Trust which places children at the centre. In a MAT and within the proposed MAT we can deploy the expertise of our leaders and teachers to address challenges, improve inclusion and equality of opportunity in our schools and tackle disadvantage.

We know our schools well and this knowledge extends to schools that are strong in inclusive practice and those that are strong in meeting the needs of disadvantaged children. By sharing the best practice this will further strengthen the quality of provision across all schools and the experience of our children.

Our emphasis on staff development and training is a central tenet of what we are wanting to achieve, we know that investment there, will have an impact on our children at a classroom level. The development therefore of all members of staff is vital.

What further opportunities are there for our children beyond what already exists?

It isn't for the Trust to define what the individual offer looks like for children on the ground, but we do want there to be opportunities for the children to collaborate across our schools. There will be a Trust Children's Council that will represent the voice of all children including those with SEND or those which may be disadvantaged.

Will the staff move from our schools?

When teaching and non-teaching staff applied for positions, they applied for positions within the schools they were committed to. This is recognised across the Trust. We want staff to have the opportunity to network and collaborate with others, which is what the Trust model offers but **staff will not be moved across the Trust**. We know staff understand our children and our communities and their professional development and well-being are front and centre to our vision. We will provide them with professional networks, access to well-being support and opportunities to innovate. There may be opportunities across the Trust, but this will be up to the staff and their leaders to decide on whether this is right for both them and the school itself.

What opportunities are there for staff? How will staff be protected?

All staff will transfer with the same terms and conditions of employment, we will also recognise all Trade Unions and will support Trade Union facilities time – there will be agreements with all local recognised Trade Unions. We would want **ALL** staff to have opportunities to grow and develop as professionals through a growth model. We already have established networks for staff across the Mosaic group of schools from areas such as Early Years through to English, Maths and SEND. This will be developed further...

What opportunities will there be for parents/carers, staff and members of each community to contribute to the Trust?

We will facilitate regular forums for parents/carers, staff and communities to contribute actively into the work of the Trust, this will include gathering feedback in areas such as SEND, inclusion, and equality. The use of forums sets us apart from many existing Trusts and emphasises the importance of working together. We will actively engage with the South Glos and Wiltshire Parent/Carer Councils for children with SEND and local equalities organisations

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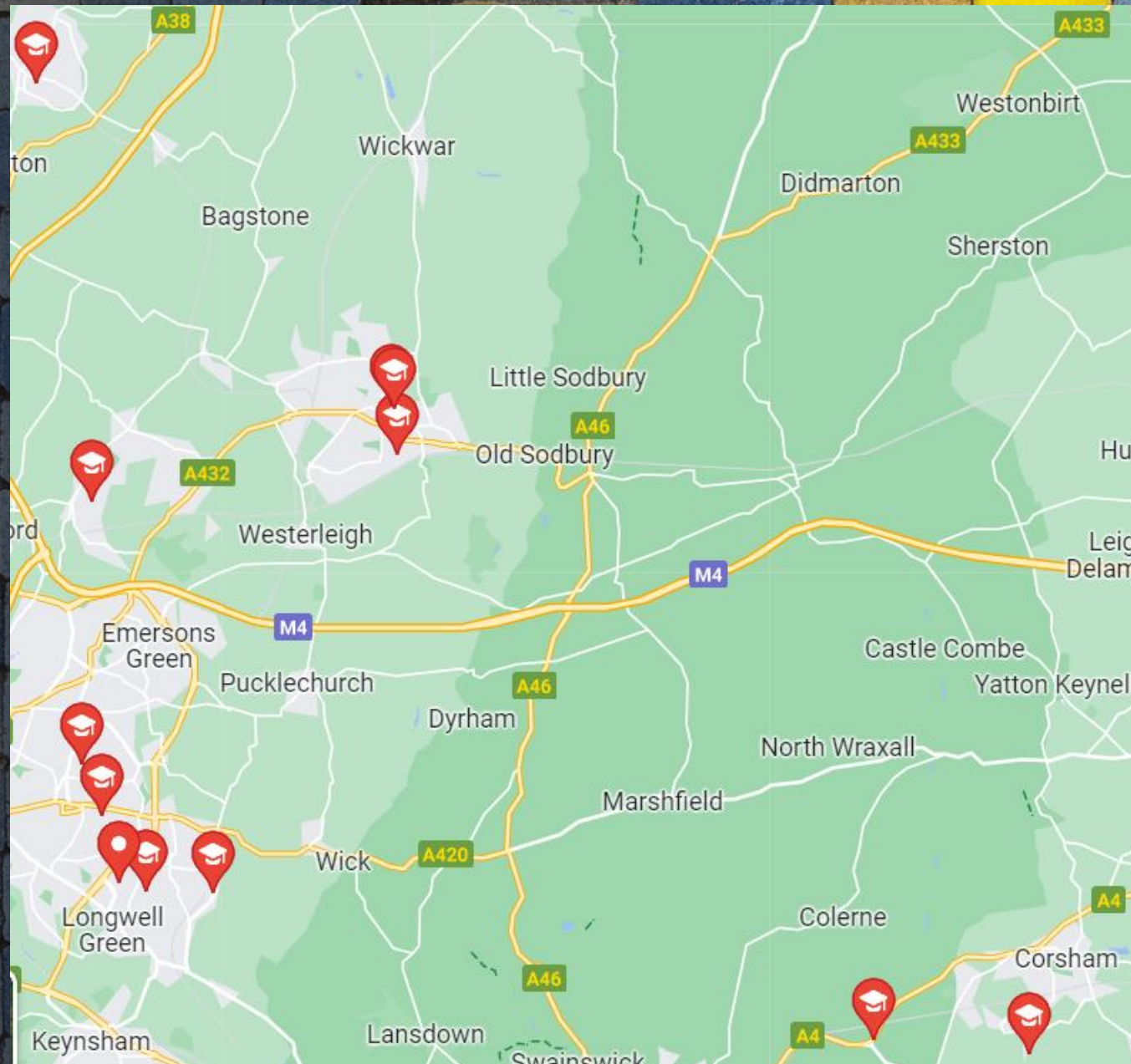
**What geographical areas and
communities will the Trust
serve?**

A Mixed Trust – Church and Non-Church Schools

To best serve our communities, The Mosaic Partnership Trust will be a 'Mixed Trust', inviting **Church of England Schools and those of no faith designation** to work alongside each other in **partnership**, for the benefit of all children, families, and communities. By taking **Equity Articles** we are protecting the unique identity of each individual school whether Church or Community.

The schools already work collaboratively – so this is a way of cementing the relationships that currently exist, looking at ways that as a collective we can provide better value for money in core services – freeing up money to better support our children and young people on the ground.

The Trust schools already work together, and this is contributing to the success you are already seeing, **this isn't something new – it has just evolved.**



Status		Age Range	NOR v Capacity	Class	Last Ofsted	Ofsted/SIAMS Rating
C	Barrs Court	4-11	280 (315)	10	March 2023	Good
C	Broadway Infant	4-7	181 (180)	6	July 2023	Good
C	Gillingstool Primary	4-11	166 (210)	7	July 2022	Good
C	Parkwall Primary	4-11	105 (210)	6	February 2023	Good
C	Raysfield Primary	4-11	398 (420)	14	June 2023	Good
C	Redfield Edge Primary	4-11	207 (210)	7	December 2022	Good
VC	St Stephen's Junior School	7-11	341 (360)	12	Dec 2021 March 2022	Outstanding Good (SIAMS)
VC	St Michael's Winterbourne	4-11	185 (210)	7	March 2023 July 2019	Good Excellent (SIAMS)
C	The Park Primary	4-11	495 (654)	21	February 2023	Good
C	The Ridge Junior School	7-11	237 (240)	8	December 2022	Good
VC	Box CE Primary	4-11	165 (175)	6	Sept 2019 April 2022	Good Good (SIAMS)
C	Neston Primary	4-11	200 (210)	7	January 2018	Good
9 C 3 VC	12 schools	4-11	3153 (3769)	113		

You have a range of schools in the Trust, how will you make sure that schools receive the funding they require, and this isn't used to prop-up under performing schools?

Schools have completed financial due diligence which means that they all need to be in a position at an individual school level of joining the Trust from a financially sustainable position. Schools within the group will contribute the same top-slice from their budget to pay for central services, the rest of the money will be then delegated to the schools. The top-slice is the same for all schools irrespective of their position. Schools currently pay for services that the Local Authority provide, instead these services will be delivered by the Trust itself. The main purpose though of the expenditure focuses on the provision for the children and rightly so.

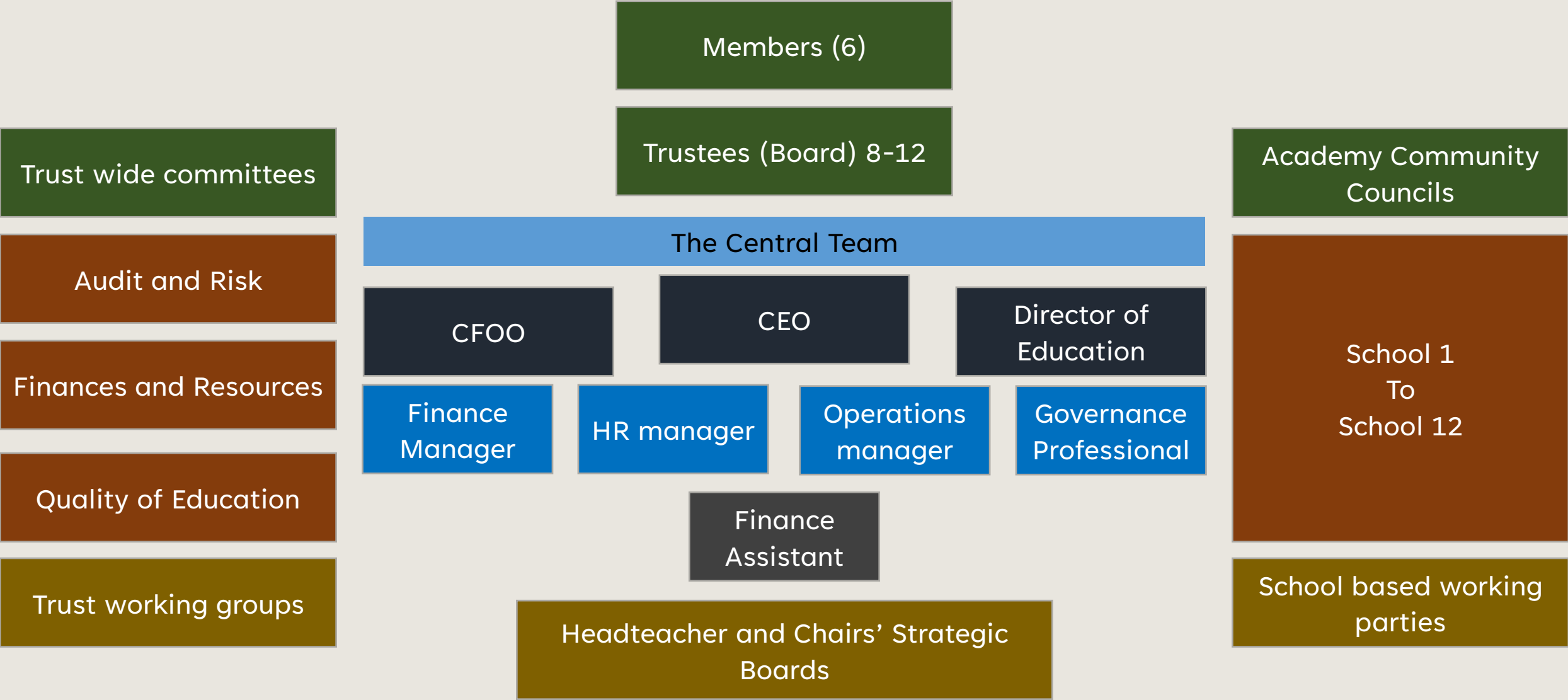
Where will the Central Team be based? Are there any cost implications for this?

The central team will be located centrally within the Trust at one of the existing schools that will have the capacity to host the central team, there will be no additional cost implications to this.

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Governance, Leadership and Structures

Mosaic Partnership Governance and Central Team Structure



CEO Designate - Andrew Best



Andrew has held various senior leadership roles within Local Authorities and has a passion for equality, diversity, and inclusion, championing the voice of children and young people as part of his work. Prior to taking up positions within Councils, he was an Executive Headteacher within a Multi-Academy Trust and has served as a Headteacher within the maintained school sector. He has a track record of school improvement, working closely with teams of staff to make a difference. He took a small and rural school from inadequate to Good in his first headship, a large primary with Nursery school from Satisfactory to Good in his second headship and then a Middle School from requires improvement to good in an Executive leadership role which involved a leading a newly formed Federation. Andrew with his team has secured both outstanding and good outcomes in SIAMS inspections in the Church Schools he has also served. He has previously served as a governor in a maintained school and is currently a Trustee at a local MAT alongside being a Patron of a Charity that focuses on inspiring children and young people through music.

Proposed Director of Education – Geraldine Tidy



Geraldine has worked in a range of schools and education establishments over the last 30 years. She is currently an independent Education Consultant working with a range of Local Authority maintained schools and schools in Multi Academy Trusts. [Previous to this role](#), she was Strategic Lead for School Improvement for South Gloucestershire Council, overseeing the educational performance of all maintained schools and working in close partnership with local MATs. Until recently, she was a Lead Inspector for Ofsted in the Southwest region. She has worked in many leadership roles within schools including as an Executive Headteacher of two large urban schools with a Nursery and Children's Centre. Geraldine has previously served as a governor in a maintained school and on the Strategic Board for a Pupil Referral Unit.

Name and role (Members)	Organisation	Expertise
Rob Carpenter (Chief Executive Officer)	Inspire Partnership MAT	Leadership, Curriculum
The Rt Revd Vivienne Faull, The Bishop of the Diocese of Bristol	Diocese of Bristol	Christian Distinctiveness
Berkely Wilde (Chief Executive Officer)	Diversity Trust	Governance and Equalities
Richard Freedman (Chief Operations Officer)	CIFAS (Fraud Prevention)	Finance and Compliance
Aisha Thomas (Founder of Representation Matters)	Representation Matters	Equality and Diversity
Andy Spens (Head of Professional Learning)	Church of England	Leadership, curriculum, Christian Distinctiveness
Name and role (Trustees)	Organisation	Expertise
Huw Evans (Current Member and Trustee of two Trusts)	Education Consultant	Governance, Leadership and Curriculum
Tim Gilson (Chief Executive Officer and Trustee)	Athelstan Academy Trust	Leadership and strategy
Sarah Lovell (Chief Finance Officer)	Cabot Learning Federation	Finance and Operations
Tanya Smith (Head of School Place Planning, Admissions and Capital, Chair of Governors of a Federation)	BCP Council	School estates and property
Daniel Wood (Corporate Equalities Lead and Chair of Governors of a Special School)	South Gloucestershire Council	Equalities, HR and SEND
Hannah Tebbutt (UWE Head of Future Quest, Academy Governor and previous CoG)	UWE	Project Management
Liz Townend (Director of Education, Trustee and Governor)	Diocese of Bristol	Christian Distinctiveness
Caroline Jowett-Ive (Director of HR and Safeguarding/Charity Trustee)	Diocese of Bristol	HR and Safeguarding
Catherine Leahy (MAT Quality Assurance Lead)	DGAT	Ofsted, Quality Assurance and SEND
Catherine Bailhache (Director of Partnership Development)	Challenge Partners	Leadership, Policy

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Governance, leadership and structural based FAQs

Is there enough experience to form a new Trust?

The profile, skill set and experience of both the Members and Trustees is vital to the success of the Trust. The Trust has worked exceptionally hard to develop strength and depth in governance from the outset which includes and is not limited to organisational HR and safeguarding leads, serving and experienced CEOs and CFOOs, trained Ofsted inspectors, people from the business and University sector, those with SEND knowledge and expertise alongside others experienced in property and estates. There is also a wealth of collective experience across the group of schools that means we are strong together. The proposal also has the support of the Regional Directorate of the DfE.

How will you through the structures ensure we have value for money?

Procurement of goods and services can be managed on a larger scale with significant scope for negotiation, efficiencies and savings, especially as the Trust begins to grow. It's usually the case that a group of schools will be able to obtain better value when negotiating contracts for services essential for running a school, such as insurance, accountancy, HR, Payroll, broadband and other internet and IT services, and importantly for some education supplies & services.

How are the central team appointed?

The CEO designate was appointed by the Trustees following an application and interview process and the CFOO and Director of Education appointments will follow the same approach. Other members of the Central team will be appointed by the CEO following the establishment of the MAT, but roles will be defined around what the schools themselves need.

Are the central roles expensive?

All organisations whether Local Authorities or Multi-Academy Trusts have a leadership structure that reflect the level of responsibility and accountability required. It is the responsibility of the Trustees to agree and set salaries in line with other similar sized organisations. All Trusts report annually to Companies House and will have their accounts audited; salary information is available from the annual report.

What will be the role of the governing board?

There is a strong local governance structure within the model, which reflects the unique identity of each individual school. Where the school has a Church Foundation this is represented at a local governance level, this will be different for community schools as they will not have Foundation governors. There will be regular meetings between the Academy Community Council Chair (school governing boards) and the central team. Strong governance at a local and Trust level will be vital for the success of the Trust.

What about our strong PTFA? Will we be able to have one?

PTFAs are integral to our model as they reflect the shared local work that parents, staff and friends of the school can achieve to raise funds for an individual school. We are hoping for strong PTFAs, and any money raised will be for the school alone. The spending of this money will not be a matter for the Trust but between school leaders and the PTFA itself.

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How are schools working together for school improvement?

Universal

- On offer to all schools in the Trust

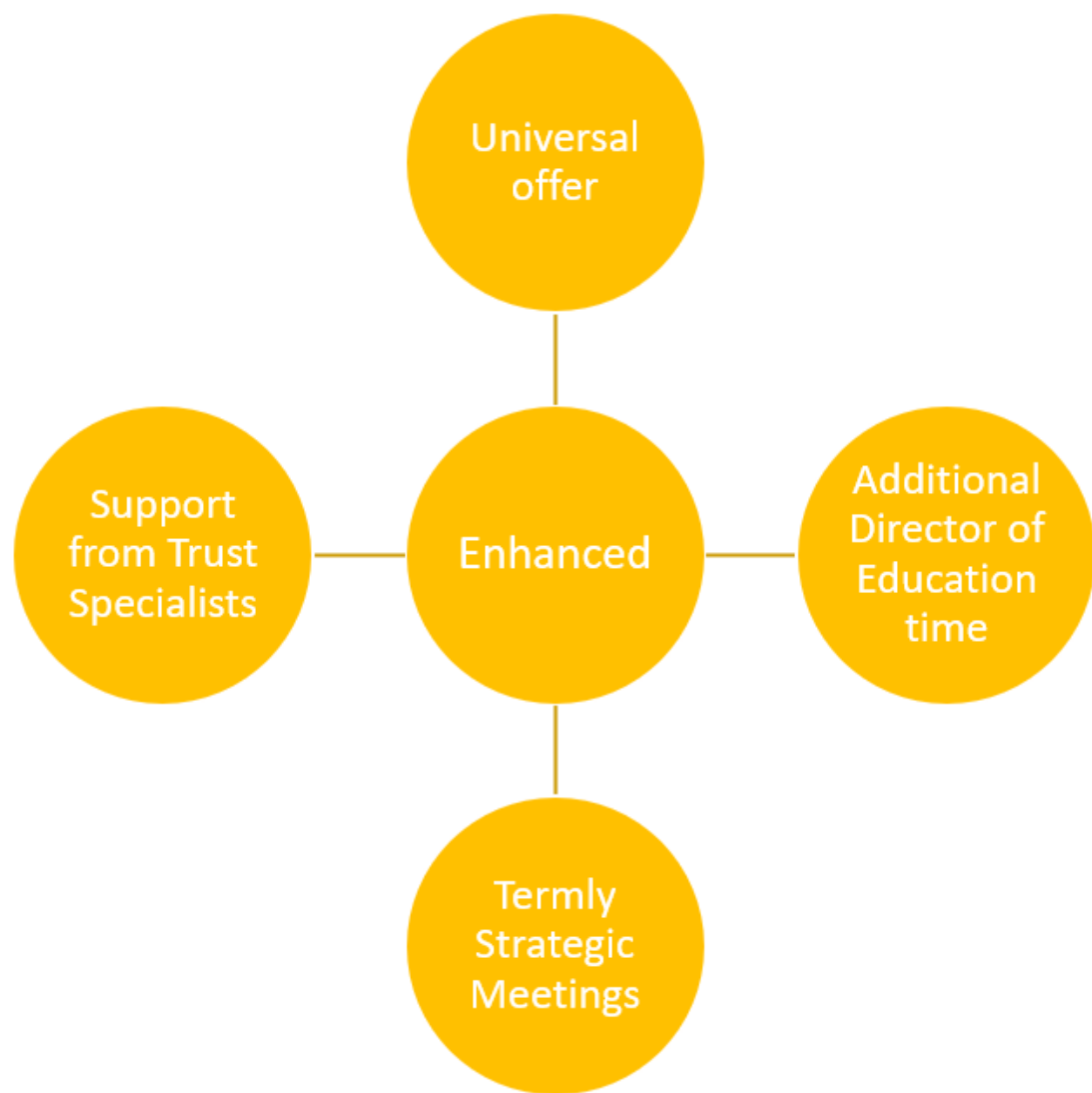
Enhanced

- For schools who are in need of regular support to enable rapid improvements.

Intensive

- For our most vulnerable schools that require intense intervention through a bespoke programme of support.





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School Improvement based FAQs

How will the improvement offer work in practice? How will the MAT lead, support, monitor and evaluate schools? How do you envisage leaders working across this number of schools?

It will be for the MAT to decide what the local support model should be, based on best practice and this is scoped within the school improvement offer which is already having an impact. Becoming an academy enables greater freedoms in the ways schools work together and how they develop their school structures collectively.

How can we be assured that senior leaders are not taken away from their prime responsibility – namely the education of the pupils?

MATs that are operating successfully at present are providing centralised support services that enable headteachers to concentrate much more on their prime responsibility of education - the teaching and learning of children. Support services such as HR, finance, buildings and premises can be dealt with by a central team with the necessary expertise and skills enabling greater efficiency in terms of time and finance across the MAT.

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