



**Fearn's Community Sports  
College**

**Statutory Consultation Report  
November 2018**



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# **1 Executive Summary**

## **1.1 Introduction**

In September 2018, Star was chosen as the Academy Sponsor for Fearn Community Sports College. In accordance with the requirements stipulated in Section 5 of the Academies Act 2010, a statutory consultation process was subsequently undertaken to gauge opinion on the proposal to convert to Academy status.

## **1.2 Approach**

The formal Statutory Consultation took place over a six-week period, from 25 September 2018 – 6 November 2018. A range of consultation methods and communication channels were employed to ensure as many people as possible were able to respond to the consultation.

In order to ensure the consultation involved all relevant stakeholders, notification of the statutory consultation document and details of how to access the consultation document and questionnaire were circulated to; the Headteachers of local secondary schools, school parents/carers, the Local Authority, and MP and Councillors for the ward.

## **1.3 Findings**

Consultation events, open to parents of pupils at the school, members of the general public and school staff, as well as meetings with other key stakeholders such as the local MP and individual parent and voluntary sector groups, confirmed that there was support for the proposal to convert Fearn Community Sports College into an Academy, and for Star to enter into a Funding Agreement with the Secretary of State in this respect.

## **1.4 Discussion**

During the consultation events, representatives from Star and the school delivered a presentation, outlining the background and context to the conversion, and elaborating on why Star had been chosen as a sponsor for the school, as well as sharing the aims of the Trust.

Attendees were informed that the priority will be to implement school improvement to achieve success and excellence, whilst ensuring pupils are safe, happy and well. Star outlined how the Trust would work with the Fearn community to enhance existing provision and deliver a broad and balanced curriculum designed to secure the best outcomes for the school's pupils. Those in attendance were reassured that Star has a long-standing reputation for educational excellence with strong networks and partnerships which Fearn will become part of.

The consultation events included questions from those in attendance. Attendees enquired as to whether there would be any fundamental changes to the school's name, uniform, and structure of the school day, and asked how the Trust would support the school to improve. Staff asked about the implications of the academy conversion in respect of their terms and conditions and also their day to day practice. Staff were also keen to know whether there would be any changes to the school estate.

Star sought to address all of the questions and issues raised during the consultation events and

meetings.

As a result of the positive feedback received, the Governing Body has made the decision to proceed with the proposal to convert to Academy status with Star as the named sponsor.

## **2 Introduction**

Fearns Community Sports College is a non-denominational, all-ability, mixed gender secondary school for pupils aged 11-16.

The school has been considering options for an appropriate academy sponsor. The Regional Schools Commissioner has worked with the school and identified Star Academies as the named sponsor for Fearns. Under the proposal, the school will become part of Star's Community Division and will retain its non-denominational status.

In order to provide an informed basis for the decision to convert Fearns Community Sports College into an Academy, a legal duty (as per the Academies Act 2010, s5) requires that:

1. Before a maintained school in England is converted into an Academy, the school's Governing Body must consult such persons as they think appropriate.
2. The consultation must be on the question of whether the school should be converted into an Academy.
3. The consultation may take place before or after an Academy order, or an application for an Academy order, has been made in respect of the school.

In line with this requirement, the Trust and Governing Body undertook a formal Statutory Consultation over a six-week period from 25 September 2018 – 6 November 2018. The consultation was intended to:

- inform key stakeholders about the proposal to convert Fearns Community Sports College into an Academy;
- assess and evaluate public opinion on Fearns Community Sports College becoming an Academy;
- assess and evaluate public opinion on Star Academies becoming the named Academy sponsor;
- provide key stakeholders with an insight into how the Trust operates, their reputation for educational excellence, and their aspirations for Fearns Community Sports College.

This document formally reports on the statutory consultation process and its findings.

## **3 Statutory Consultation Approach**

The Statutory Consultation was a local, public consultation, inviting views from stakeholders across Fearns Moss and the local area. A range of consultation methods and communication channels were employed to ensure as many people as possible were able to respond to the consultation:

- development and dissemination of a Consultation Document outlining the Trust's ethos and intentions in sponsoring the Academy conversion;
- development and dissemination of a Consultation Questionnaire (available online as part of the Consultation Document);

- Consultation events for members of the public and staff (held on Wednesday 26 September 2018);
- Meetings with key stakeholders including the MP for the area.

The approach developed was designed to both inform and seek responses to the proposed conversion.

### **3.1 Consultation Documentation**

A Consultation Document outlining the proposal was produced. Within this document, notification of the consultation period, the options available for feedback (including an enquiry line, email address and address for written responses) and details of a public consultation event were given. The document also included a tear-off Consultation Questionnaire.

The Consultation Questionnaire centred on four questions designed to assess public opinion on the Academy conversion:

1. Do you think any groups or individuals will be adversely affected by the proposal outlined in our Consultation Document? (yes; no; don't know)
2. Do you think Fearn's Community Sports College's admissions overview and criteria are clear and fair? (yes; no; don't know)
3. Do you agree that Fearn's Community Sports College should convert to become an academy with Star Academies as its sponsor, by entering into a Funding Agreement with the Secretary of State for Education? (yes; no; don't know)
4. Do you have any further questions or comments? (open response)

### **3.2 Website**

The school's website was used to make information on the proposal and on the consultation itself accessible. The website provided information about the proposed Academy conversion and a link to the Consultation Document and Questionnaire.

### **3.3 Stakeholder E-shots**

Shortly after the consultation was launched, notification of the Statutory Consultation Document and details of how to access the Consultation Document and Questionnaire were circulated to; the Headteachers of local secondary schools, school parents/carers, the Local Authority responsible for education in the area and Councillors for the ward, as well as the local MP and representatives at the local Borough Council.

### **3.4 Consultation Events**

Public and staff consultation events were held at the school on 26 September 2018. The events were geared towards parents of pupils at the school, members of the local community and staff at the school.

The events included presentations outlining:

- the background to the proposed conversion;
- why Star was chosen as the Academy sponsor;

- information about Star, its track record and the composition of its staff;
- the benefits of becoming an Academy;
- how to take part in the consultation process.

A panel of representatives of the Trust and the school led a question and answer session, inviting attendees to submit both verbal and written questions for their consideration. Time was also allowed at the end of the evening for one-to-one discussions between the Trust and school representatives and members of the community and staff.

### 3.5 Other Stakeholder Engagement

As part of the wider consultation with key stakeholders, the Trust has maintained continued dialogue with the Local Authority. Meetings have also been held with the MP for the area as well as a group of local residents.

## 4 Findings

### 4.1 Public Consultation Event

The Public Consultation Event was attended by approximately 72 people. The queries that were raised during the course of the evening have been summarised below.

#### Rationale for partnering with Fearn's

Attendees were interested in the reasons for the Trust agreeing to be the sponsor for the school. Star advised that it was keen to develop the Lancashire Star Partnership. Star was founded in Lancashire and is driven by a commitment to making a difference to the life chances of all young people as well as impacting positively on communities, both socially and economically. The Trust has two secondary schools and one primary school in Blackburn, and Highfield Leadership Academy in Blackpool and Bay Leadership Academy in Morecambe are already part of the Star family of schools. The proximity of Fearn's to its current schools creates an exciting opportunity for collaboration to improve standards and outcomes for young people in Fearn's. The Trust also felt a moral obligation to support Fearn's due to its roots in Lancashire. Fearn's will form part of a community focused on collaborative working to further improve standards and opportunities.

#### Education

Attendees asked about Star's track record and were reassured that Star has a long-standing reputation for educational excellence, as demonstrated by the track record of its founding schools, one of which is the top school in the country for pupil progress. All the Trust's schools that have been inspected so far by Ofsted have been judged to be outstanding, and Star schools enjoy some of the best performance results in the DfE league tables as well as securing some of the lowest absence rates in England.

Attendees asked how the Trust will provide support to the school. Star advised that they have an experienced team of specialist practitioners who will work with school staff to make improvements where necessary. Attendees were informed that a School Improvement Lead would be assigned to the school to work alongside the Headteacher and senior and middle leaders to focus activity and develop

capacity, with the aim of bringing about rapid, sustainable and measurable improvements in standards and performance for pupils. There will also be mentoring and coaching opportunities, a CPD programme through the Star Institute, as well as the deployment of subject leads and participation in Star subject groups.

Attendees were also interested in how long it may take to bring about real improvement at the school and were advised that Star would start to work with middle and senior leaders immediately to produce and implement rapid improvement plans in order to maximise performance in the forthcoming GCSE examinations and that Star would be striving for the school to achieve good or outstanding at its first Ofsted inspection in the third year following conversion. Star confirmed that change takes time, but that from meeting the school staff, analysing the data, and walking the school, it is clear that staff have started to move forward. The Governors and senior leadership team (SLT) are fully committed to driving improvement and making Fearn's a school of choice in the local area.

Attendees were keen to know how Star intends to monitor the quality of teaching. Star advised that it employs a standard Quality Assurance Programme, which the Senior Leadership team will adapt according to context and the school's individual needs. The Trust embeds rigorous and consistently-applied quality assurance processes including; teaching observations, work scrutiny, regular reviews of lesson planning, and moderation to ensure consistent grading.

### Staffing

Attendees were keen to know if a new staff team would be brought into Fearn's. They were advised that Star plans to work with the current teachers and support their development and bring capacity to the existing team. Specialist leads will be deployed to work alongside school staff.

Star is committed to the professional and personal development of the school workforce and to the development of a self-improving school system. Teachers are offered a wealth of CPD opportunities and access to National Professional Qualifications through the Trust's learning and development centre, the Star Institute. Staff will also benefit from Star's work-life balance programme, which seeks to minimise the burden of administrative tasks and ensure that staff are able to focus on teaching as much as possible. Star confirmed that the Trust is founded on collaboration and teamwork across the Trust schools and beyond.

### Organisation of the School

Attendees enquired as to whether there would be any changes to the school uniform, the name of the school, and the structure of the school day.

Star advised that there will be a name change to reflect a new chapter in the school's life, but the Trust will seek to ensure that the new name continues to embody the tradition and heritage of the school and the community it serves. The school's new name will also need to reflect its status as a specialist centre for leadership, as well as the mission and vision of the Trust. Three options were shared as potential names following initial discussions with the Head teacher and Governors – Fearn's Leadership Academy, Rossendale Valley Leadership Academy, and The Valley Leadership Academy. A show of hands indicated preference for The Valley Leadership Academy and attendees were advised that the name would be finalised following the statutory consultation.

Star advised that the school uniform will also change in the form of a new school blazer, jumper and tie in the chosen school colour. The uniform is an important part of building a strong identity for the school. Star will work with the school to ensure an affordable uniform that doesn't unduly affect existing parents financially. Star informed attendees that there are currently no proposals to change the timings of the school day.

Attendees raised the issue of poor reputation and low pupil numbers at the school and asked how this will change in future. Star confirmed that it is important that the school grows its pupil numbers and this begins with improving the reputation of the school. Short term plans will be developed to increase the incoming Year 7 roll. Star recognises the need for rapid improvement in results in order for the school to become more appealing and result in a growth in numbers. Star will be providing immediate intervention, in collaboration with the senior leadership team of the school, to drive this improvement. It is important that young people are achieving and results are improving. The Trust will work with parents to earn trust and support.

Attendees asked whether converting to become an academy would result in significant changes to normal day-to-day practice. Star advised that the focus will be on collaborating with staff and the school's senior leadership team to make small, incremental changes that are designed to have a high impact, initially focusing on the need to improve outcomes for those pupils undertaking critical examinations in Year 10 and Year 11. Star will undertake a comprehensive due diligence exercise to inform school improvement planning for 2018/19 and devise key performance indicators to monitor pupils' progress over time, working with staff to evaluate existing systems and procedures and implementing new ones as and where necessary. Star advised that the Trust, the school, the parents/carers, and the pupils will be required to work together to improve outcomes. The aim will be to make lessons engaging, challenging and enjoyable so that all young people want to come to school and are ready to learn.

### School Estate

Attendees asked whether Star intends to make any improvements to the learning environment at the school. Star advised that funding for urgent building improvement works would be sought from the DfE and LCC, as well as a small grant for improving the school environment, to cover aspects such as new signage and making well used spaces in the school more aesthetically pleasing. Star advised that it will endeavour to put an investment programme in place in order to refresh the school estate over a 4-5-year period. The Trust will also look at ways to make the school estate more efficient, but pupil outcomes and the quality of educational provision will remain the Trust's foremost priority.

In response to being asked who will own the school estate, Star advised that the Trust will be responsible for the school buildings and land, under a 125-year lease.

### Partnerships

Attendees enquired about how the Trust will seek to involve parents in the development of the school. Star advised that the Trust encourages parents, carers and the wider community to play an active role in the school's development, to ensure that all stakeholders feel that their views are being acknowledged and addressed.

Star is committed to engaging in ongoing dialogue with parents and aims to ensure that all parents take an active role in their child's education. Star will engage with and build on existing support such as the Parent Support Group to ensure parents' opinions are regularly considered and factored into future decisions about the school. Post conversion, Star will also seek to encourage parents to have greater involvement in the school by electing Parent Governors to the newly-established Local Governing Body

Attendees were assured that the Trust will build on the work already done by the school and continue with regular updates to parents by way of newsletters and the school's website, and parents will be provided with half-termly report cards documenting their child's progress. Performance Review Meetings for pupils falling below national expected levels will ensure parents play a key role in supporting their child's progress.

The Trust explained that it is important to improve the reputation of the school and encourage pupils and parents to view the school as the preferred choice in the community. A positive partnership between Fearn's and parents, with active parental involvement, will help pupils' personal, academic and emotional development during their vital years at the school. The Trust believes that its partnership approach to working with parents is one of its keys to success.

#### **Funding Agreement**

Following detailed presentations and discussions, the Trust and school have concluded that there is support for Star's sponsorship and conversion to academy status.

#### **4.2 Consultation Meeting with Fearn's Parent Support Group**

This consultation event was attended by four members of the Parent Support Group and 1 Grandparent Governor. They reiterated many of the queries broached during the public consultation event, such as school name, uniform and structure of the school day, as well as raising some further questions, which are outlined below.

#### **Education**

Attendees were keen to know how Star supports all pupils at a school. Star advised that the Trust aims to strike a balance between maximising the school's academic performance whilst ensuring all pupils' individual needs are met and that they have access to a well-rounded, inclusive and holistic education. The school will continue to offer arts-based subjects as part of its broad and balanced academic curriculum. Vocational subjects are also valued by Star as they help pupils to develop skills for work and advance to quality apprenticeship programmes. Sports and games activities are an integral part of school life and Star is keen to continue to develop partnerships, for example, with the FA hubs and Youth Sport Trust. Like all Star schools, Fearn's will adopt a leadership specialism that focuses on service, teamwork, ambition and respect. Attendees were advised that, regardless of background or prior ability, Star aims to secure the best outcomes for every pupil, ensuring that its curriculum provides a solid foundation for future learning at every stage. Attendees reported that one positive aspect of low pupil numbers does mean that pupils get a lot of attention and support. Star confirmed that the Trust approach is encouraging and supportive even with larger class sizes; pupil well-being is a priority.

Attendees were interested in whether Star will focus on pupils' individual talents and were reassured that the Trust has high expectations of all pupils, staff and parents. Star sets ambitious progress and attainment targets for all pupils based on their ability and attainment. Through the Gifted and Talented provision, Star ensures that Gifted and Talented pupils are challenged and supported to excel, through stretched personalised targets in the classroom and tailored enrichment activities for all years that provides a comprehensive sports and arts offer. There will be an increase in career work and initiatives to build aspirations and belief and provide a focus to strive towards.

Attendees were keen to know whether Star had taken on any schools that have not been successful and subsequently closed. Star highlighted the Trust's work in supporting a number of community schools in challenging circumstances.

### Organisation of the School

Attendees were keen to know if the current Governors will have the opportunity to remain at the school and were reassured that Star is keen to work in partnership with those who have dedicated so much to the school already. Star confirmed that at the point of conversion, the old school ceases to exist and a new establishment is formed, requiring a Local Governing Body to be constituted. Attendees were advised that it is the Trust's preferred model for existing Governors to become Governors of the new academy, subject to due diligence checks. All existing Governors wishing to continue their role post conversion (or prospective new Governors) will be asked to submit an application to become a Trust appointed Governor. Parent and staff elections will take place post conversion.

Attendees were concerned about pupil numbers and felt that low numbers were due to consistently poor results at the school. They were keen to hear how the change to academy status would impact on results. Star confirmed that schools are ultimately judged by results and Ofsted and that work would commence to drive improvement even before conversion takes place. Immediate intervention will be provided in English, Maths and Science to bring additional capacity to teaching and development.

Attendees asked if the planned trips and events would still go ahead if the school joins the Trust and were reassured that they would continue as planned (providing there are enough pupils taking part to make them viable).

### Partnerships

Attendees were keen to know if the school will continue working with other schools as part of a leadership and school improvement partnership and were reassured that the school and Trust remain committed to current local partnership arrangements and would expect these to continue post conversion. Star believes that all schools can benefit from collaborative partnerships and, moving forward, the school will have access to a wider network of established education expertise, including a number of outstanding schools, in its improvement journey. Attendees offered to support with providing contacts in the local civic and business community.

In terms of the school name, attendees felt that whatever name is chosen, it should be reflective of

the history of the area and that references to Fearn should be maintained in the school fabric by retaining some of the original features.

### **4.3 Staff Consultation Event**

The Staff Consultation Event was attended by approximately 68 people. The queries that were raised echoed many that were put forward at the two previous consultation events for the public and the Parent Support Group (particularly around the support available from the Trust, school improvement, the school estate, school name and uniform, and parental engagement). Additional queries have been summarised below.

Staff were keen to know how their pay and conditions would be affected. Star advised that, when a school joins the Trust, there will be a legal change of employer and all employees assigned to the educational establishment of the school will transfer automatically to Star with effect from the conversion date. Their employer will change to Star Academies. TUPE (Transfer of Undertakings (Protection of Employment)) preserves an employee's terms and conditions when a business or undertaking, or part of one, is transferred to a new employer. All employees assigned to the educational establishment of the school at the time of conversion have the right to transfer to the Academy and to have their terms and conditions, including length of service, protected. A TUPE consultation process takes place in liaison with any recognised Trade Unions or elected employee representatives where the reasons for the transfer and timelines are shared. Star informed staff that they will have the opportunity to meet collectively and individually with Star and Union representatives and that Star will therefore seek to involve Trade Union representatives throughout the consultation process.

Staff were reassured that Star is committed to offering national terms and conditions in line with the School Teacher's Pay and Conditions document ("STPCD") and the Burgundy Book (for Teachers) or the NJC Green Book (for Support Staff). This commitment is protected via a Recognition and Collective Agreement between Star Academies and the national Trade Unions and Professional Associations. Staff were also informed that teachers will continue to be part of the Teachers' Pension Scheme, with Star assuming the employer responsibilities of the predecessor school. Star also provides access for non-teaching staff to retain their membership to the Local Government Pension Scheme.

Staff were keen to know if there will be a restructure and were informed that any restructure that takes place at the school will be separate to the academy conversion process. Star was not aware of any proposals to restructure the staffing but confirmed that if the school embarks on a restructure, staff would be consulted and the appropriate procedures followed.

Staff asked if there were plans to invest in the school building and environment and were informed that the Trust would seek some capital investment (through the DfE and committed funds from LCC) to prioritise repairs, and that the school would receive new signage and aspirational graphics, in line with the leadership focus of the school.

With regards to the school name, the three options previously mentioned earlier in this document were discussed, with staff being strongly in favour of The Valley Leadership Academy.

Staff expressed concern regarding the financial burden that may be placed on parents if a new uniform is introduced. Star confirmed that any changes would be introduced with current parents in mind and that a strategy would be implemented involving subsidies and cost recovery.

Staff were interested in how pupils tend to respond to academy conversions and were reassured that the Trust ensures the minimum disruption to pupils. Any curriculum changes will need a sensitive approach but, generally, the Trust follows a small, incremental change approach which pupils respond positively to. Conversion to Star Academies will also bring additional opportunities for pupils via the leadership specialism and wider school-to-school and external links.

Some staff reported that parental support is an issue at the school and were keen to know how the Trust plans to address this. Star will look to build on existing support but reiterated that there isn't one thing that can be done to improve this area straight away. Results and changes to the school will create interest and engagement as well as various activities to encourage parents to get more involved including workshops linked to performance, shows, performances, ceremonies, as well as attendance initiatives involving staff making phone calls to parents and greater SLT visibility to parents before and after school. The Trust will aim to lead a culture change and will encourage staff to visit some of the other Star schools to share ideas and approaches to parental engagement.

#### 4.4 Consultation Questionnaire

A total of three consultation questionnaires were completed with regard to Fearn's Community Sports College becoming an academy with Star as its sponsor. Responses were provided from prospective parents, and are recorded below:

Do you think any groups or individuals will be adversely affected by the proposal outlined in our consultation document?

Response	No.	%
Yes	0	0%
No	3	100%
Don't know	0	0%
<b>Total</b>	<b>3</b>	<b>100%</b>

Do you think Fearn's Community Sports College's admissions overview and criteria are clear and fair?

Response	No.	%
Yes	2	67%
No	1	33%
Don't know	0	0%
<b>Total</b>	<b>3</b>	<b>100%</b>

Do you agree that Fearn Community Sports College should convert to become an Academy with Star as its sponsor, by entering into a Funding Agreement with the Secretary of State for Education?

Response	No.	%
Yes	3	100%
No	0	0%
Don't know	0	0%
<b>Total</b>	<b>3</b>	<b>100%</b>

Additional comments revealed that respondents welcomed Fearn Community Sports College becoming part of the Star family:

*“In a massively positive way the local people will be affected. The local area has many primary school children wanting and needing a local school to provide them with a ‘good’ education. The only option for many is to travel, sometimes long distances, to get the children a place at a school.”*

*“Having been vocal in the ‘campaign’ to get LCC to take some action regarding Fearn, feeling that they have allowed the situation to go on too long and swept it under the carpet, I feel that Fearn becoming an academy can only be a good thing.”*

*“I believe that if Star put into place all that was spoken about at the information evening, then Fearn has the potential to become the best school in the valley.”*

#### 4.5 Other Stakeholder Engagement

The Trust continues to maintain regular dialogue with the Local Authority and key local stakeholders (including the MP for the area), and meetings on the future of Fearn have been positive.

The Trust met with a group of local residents and discussion points included the current issues the school have in terms of admissions and pupil numbers and the school estate. The Trust confirmed that work would be undertaken to improve the reputation of the school and grow its numbers, and that a key driver for this would be increasing educational standards and performance. Attendees were interested in the Trust’s expansion and were reassured that sustained growth will serve to expand the scope and impact of its work, as well as enhancing the career and developmental opportunities available to Trust staff.

The attendees were keen to find out if the school estate would be improved, and highlighted previous issues with flooding on the playing fields. The Trust confirmed that an estate survey would be carried out as part of due diligence to identify any areas for urgent attention and that an improvement and investment programme would be drawn up for the immediate and longer terms.

The attendees felt that the conversion to academy status could act as a vehicle for greater school - community engagement and the Trust confirmed that it endeavours to develop links with a range of community and business partners to widen opportunities for pupils, particularly around the leadership

specialism. Attendees agreed to share any key contacts they are aware of with the Trust.

## 5 Discussion

The Trust and school has endeavoured to answer all of the questions raised during the consultation events as transparently – and thoroughly – as possible and, in doing so, has sought to deliver a compelling case explaining how Star’s sponsorship of Fearn’s Community Sports College will benefit pupils and staff alike.

It was noted that the academy conversion, in conjunction with Star’s sponsorship, would help the school to:

- implement an accelerated improvement and school support programme;
- strengthen governance and leadership;
- enhance partnerships and access wider networks.

Staff have been reassured that they will retain their terms and conditions of employment, and Star will be working in partnership with them to ensure the best outcomes for pupils of all abilities.

The Trust provided a detailed account of what Star’s sponsorship means for the school, including the offer to parents and pupils, and how the Trust intends to raise aspirations and improve existing provision.

All stakeholders have been reassured that the school will retain its community ethos, and measures will be taken to support and develop staff by offering staff access to nationally-accredited qualifications and development opportunities.

After careful consideration, the Trust and school believe the proposal to convert is wholly welcomed by the school community.

During the consultation, there was overwhelming support for the conversion and sponsorship by Star.

It is therefore concluded that there is support for the Governing Body’s proposal to convert Fearn’s Community Sports College to Academy status with Star as the school’s sponsor on the 1<sup>st</sup> April 2019.

## 6 Next Steps

The Trust and school will continue to implement their pre-conversion action plan in close consultation with the Department for Education.

The Department for Education and Secretary of State will consider the outcomes of the consultation as part of the Funding Agreement sign-off process for the proposed academy conversion of Fearn’s Community Sports College.

Whilst the formal consultation period has ended, the Trust and school considers consultation as a continuous process and will remain in contact with key stakeholders throughout.