

Middlesbrough Co-operative Learning Trust

(A mutual schools co-operative membership trust)



Report on the Public Consultation (Published)

**Abingdon Primary
Acklam Whin Primary
Archibald Primary
Berwick Hills Primary
Breckon Hill Primary
Newport Primary
Thorntree Primary**

15th May 2014

Introduction

This document summarises the feedback from the Middlesbrough Co-operative Learning Trust public consultation exercise for Abingdon Primary, Acklam Whin Primary, Archibald Primary, Berwick Hills Primary, Breckon Hill Primary, Newport Primary and Thorntree Primary.

This consultation report was produced on behalf of the governing bodies of each of the seven schools by the Co-operative College who also facilitated the consultation. The purpose of the consultation exercise was to allow each governing body to seek the views of their school communities (and any others with an interest), on the proposals to change their school's category from Community to Foundation and for them jointly to establish a Co-operative Trust, known as the Middlesbrough Co-operative Learning Trust.

The report on the consultation process has been written against the following regulations and accompanying statutory guidance.

- The Education and Inspections Act 2006 (sections 18 to 24.)
- The 'SOPAM' Regulations 2013; i.e. The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013); ('The Regulations') and
- Trust School Proposals; A Guide for Governing Bodies and Local Authorities ('The Guidance'), to be read in conjunction with
- Changing School Category to Foundation (A Guide for Governing Bodies).

The Regulations specify who is to be consulted (para 5 of Schedule 1). As the Guidance says (para 42), the Regulations do not otherwise prescribe the consultation to be carried out but the Guidance itself says that 'the Governing Body should consult all interested parties, allow adequate time, and provide sufficient information for all those being consulted to form a considered view on the matters on which they are being consulted.' This is statutory guidance so governing bodies must have regard to it, when consulting on proposals (regulation 8).

The consultation period was from noon on Wednesday 19th March 2014 to noon on Friday 2nd May 2014. Copies of consultation documents were published and distributed widely to consultees including parents/carers, pupils, staff, teacher associations and support staff trade unions, local Head Teachers and Governors, Middlesbrough Council as the Local Authority and the serving local MP and councillors. Other consultees included local religious organisations and various local community and voluntary groups, educational providers and institutions, health practitioners and identified organisations linked to individual schools.

In addition consultation meetings were held for Unions, staff and their representatives, as well as for parents/carers at the consulting schools. A

general public meeting for anyone with an interest was held. These meetings were well publicised in the documentation supplied to consultees.

This document summarises the responses received for the consultation as a whole, as well as the results for each school (see Appendices A1 to A7). All responses for each school will be made available to that school's Governing Body for examination when they consider this consultation.

Please note: for environmental considerations, as well as avoiding potential information overload, only the overall summary and the appropriate school appendices will be circulated to individual Governing Bodies. However all Chairs and Headteachers will have a copy of the full Report and further copies are available on request from each consulting school's office. Additional copies will also be available at the 15th May meetings.

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1. Executive Summary

The proposal for this Trust arises from a desire to build upon the very strong existing collaborative arrangements amongst the seven Consulting Schools. It is useful to set out the vision that is at the heart of these proposals.

The vision is that the proposed changes will improve the life chances of the children and young people across Middlesbrough, by:

- Ensuring consistently high expectations across all our schools, among pupils, parents, carers and staff
- Ensuring robust, local accountability through mutual challenge and support
- Enabling all pupils to access high quality teaching and learning experiences by sharing 'best practice', resources and staff within the partnership and developing creative approaches to help us raise standards more consistently across all our schools
- Working more effectively with parents, carers and the wider community to promote health and well-being, developing a more aspirational culture, based on more integrated approaches with other partners working with our children and families such as health, social care, sport and leisure
- Working with a range of external partners to further develop our creativity in providing wider cultural opportunities for pupils, families and community learning
- Strengthening our commitment to a global perspective based on the principles of co-operative values:- respect, social justice and democracy
- Fostering productive relationships with other agencies to ensure we meet every child's needs in preparation for primary school, during their time with us and on their outward journey to secondary school.

The values and ethical principles of the Co-operative Movement, especially the ideals of self help and social responsibility, as well as active membership, will underpin the work of the schools – and the Trust.

A great deal of consultation has taken place with regard to these proposals.

- i) In outline the timescale was as follows:
 - a. At the start of the consultation (19th March 2014) a summary information leaflet was circulated to all required consultees, providing details of the forthcoming consultation exercise and clearly setting out the process to be followed. It was accompanied by the response questionnaire and an explanatory letter/email. This outlined the background to the proposals as well as the reasons for putting them forward and the implications of the proposed legal changes. It also explained how to respond to the consultation (by noon on 2nd May 2014).
 - b. The explanatory letter/email and information leaflet clearly gave details of the consultation document, Booklet One, and how a hard copy could be obtained from each School. An additional question and answer document (Booklet Two) was also made available to

anyone who requested a copy (see consultation documentation referred to in Appendix B). All of the documentation was also available for view and/or download from each of the participating School's websites.

- c. The consultation was promoted widely and over 2500 consultation packs were distributed when the consultation officially opened.
 - d. A meeting was held with representatives of the local teacher associations and trade unions early in the consultation period, at the Middlesbrough Teaching and Learning Centre on 2nd April 2014. This was well attended, including representatives from Middlesbrough Council (HR Department).
 - e. A joint meeting was held for the staff of all the consulting schools on the same day, 2nd April, at the same venue.
 - f. An evening meeting for the general public on behalf of the 7 schools was held at the Middlesbrough Teaching and Learning Centre on 2nd April 2014.
 - g. Parent meetings were arranged at each school (see Appendix C).
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- ii) There were 142 response questionnaires returned of which 139 (98%) were supportive. One response was received which was against the proposals with 7 respondents being unsure and requesting further information. The discrepancy is put down to a double response to this question – likely to be that someone was generally supportive, but wanted more information. The highest rate of return came from Breckon Hill Primary (10%), mainly because of an exceptional response from staff, although this strong staff response was also experienced at Abingdon, Newport and Thorntree. The questionnaires returned contained a reasonable number of written views and comments.
 - iii) In order to collect the views of learners, a general awareness raising exercise has taken place via assemblies and a range of other communication mechanisms within each school. The response from learners was positive across schools, with some ideas as to how they might work with learners in other Trust schools.
 - iv) A letter for the Local Authority to obtain the required employment assurances for staff has been prepared (see Appendix D) in the event of the Governing Body of a participating school deciding to proceed to the next stage of the consultation process. In addition, a staffing protocol (see Appendix E) developed with Unions and Teaching Associations and which has been adopted by Governing Bodies in most other Co-operative Trusts has also been proposed.
 - v) Each Governing Body is also requested to note the UNISON/SCS National Agreement for school support staff as well as that for teachers between NASUWT and SCS.

2. Overview of the Consultation Feedback

In most consultation exercises, responses (particularly written) tend to be made by those who are concerned about aspects of the proposals and not by those who accept the proposals being put forward. In this case the level of responses was at least comparable with recent consultation exercises carried out elsewhere. The vast majority of the feedback to the consultation was in favour of the proposals.

Regarding the specific questions asked in the questionnaire: see Appendix J – Clarifications on Questions raised at Consultation Meetings.

- i) **Changing Status**
There was only one respondent who did not support the change in category. Relatively few comments were made and these were generally positive. Concerns noted were really to do with wanting re-assurance that this proposal was about raising standards and that successful schools would not be leveled down in any way. All staff who responded, supported the proposal.
- ii) **Proposed Partners**
A number of respondents did raise comment but, again, many were constructive. Other schools were mentioned as potential partners, as were other educational institutions. Some respondents sought assurances that the schools would remain independently governed. Questions were asked about what each partner might bring to the Trust, including the co-operative movement. In view of adverse publicity surrounding the Co-operative Group in the preceding months, this is unsurprising.
- iii) **Vision**
There were few comments made, generally of a constructive nature. The vision was received very positively. Respondents recognised that this vision was about broad opportunities as well as educational standards.
- iv) **Trust Representation**
Very few comments. One respondent clearly wanted a local connection with governors who understood the needs of the schools and community and not governors with a personal agenda.
- v) **Additional Comments**
These were generally repetitive of previous comments. Respondents recognised that the proposed Trust would be created to support the standards agenda. Many comments were positive and supportive.

For more information see Appendix I – where detailed clarifications on comments made in the questionnaires are provided.

Please see Appendix J, Clarifications on Questions raised at Consultation Meetings, for questions that weren't answered at the time and/or need additional clarification.

It is important to stress however given some of the questions asked at the consultative meetings as well as in written comments received, that each School will retain its own Governing Body which will continue to run the School in the same way as now – albeit it with some additional powers and responsibilities. Each Governing Body would take on new responsibilities (i.e. becoming the admissions authority and also the legal employer of staff.) In reality, the Governing Body becoming the legal employer, from experience elsewhere, has not made any difference with regard to staff pay and condition matters. Each school that becomes a Foundation School within the proposed Trust will still remain a maintained school within the Middlesbrough Local Authority family of schools.

Additional opportunities arise from the charitable nature of the Trust and there may be benefits in working together for some projects to access additional resources. The most frequently raised concern at these consultations, expressed by parents as well as staff, is the impact the proposals would have on employee terms and conditions and this often arises as a result of a certain confusion between maintained foundation schools with a Trust, which remain fully within their local education authority and academies, which don't (in effect becoming independent state funded schools outside of the Local Authority).

In fact, in this consultation, in questions raised by staff and their representatives, there were few concerns, but reassurance was sought and given around staff terms and conditions of employment. Staff associations are generally in favour of the co-operative model, rather than moving to other models. There is a preference, amongst these associations, for remaining within the local authority structure. The co-operative model maintains an important link with the local authority, as well as providing a process for stakeholder views to be heard.

Going by the positive response in the large number of staff questionnaires received from most of the Consulting Schools, it would seem that almost all staff feel reassured, with few or no concerns about the proposed legal change of employer and associated matters. Several schools did have a particularly good response from staff and these showed overwhelming support for the proposals. It should be noted that there was good attendance at the joint Staff Consultation (attended by approximately 230 staff). Very few questions were asked which, again, suggests that the majority of staff were comfortable with these proposals. It was made clear throughout the consultation period that terms and conditions for teaching staff will not change as a result of this transfer of the legal employer role from the LA to the appropriate governing body; and furthermore that terms and conditions for support staff will also be maintained. This will be further strengthened by the governing bodies receiving the necessary LA employment assurances requested - (see Appendix D, the "assurances letter to the Local Authority".) It will be important to ensure each Governing Body also agrees to protect the local rights of employees by remaining within existing arrangements within in the Local Authority for agreeing local school staff pay and conditions matters - (see Appendix E, Staff Protocol). They are also asked to subscribe to the spirit behind the UNISON/SCS and NASUWT/SCS National Agreements (see Appendix F), insofar as they apply to their situation.

Schools used their usual arrangements to inform, explain and receive feedback from their students. This would invariably involve student councils and

assemblies. Schools report a positive response, an example being published in Appendix H.

The context at which these proposals are being made is one where it is recognised that all the schools wish to 'future-proof' and strengthen their existing relationships and partnership working and speed up progress and mutual support. To this end part of the rationale is to formalise and extend existing partnerships to accelerate and further develop their school improvement strategies.

The proposed Trust is built upon a very strong informal partnership, contributed to by successful schools that have a clear vision for further improvement. The initial involvement of the Co-operative College as a founder partner and its experience in developing school co-operative membership trusts will also be important in the medium to long term in securing sustainability for the school's own school improvement strategies. It is widely recognised that the unique stake-holding model greatly assists in securing more effective levels of parental engagement and addressing low or differential levels of aspiration across a school community.

The proposals to move to Co-operative Foundation Trust status and establishing the Middlesbrough Co-operative Learning Trust reflects the strong commitments to becoming self-improving schools by working with other co-operative trust schools. This includes, taking advantage of the potential benefits of being part of the Schools Co-operative Society (SCS), the country's fastest growing schools network. SCS is also developing a strong regional presence across nearby Yorkshire and Humberside as well as locally. Another clear benefit is the importance of maintaining and building on the schools' existing strong links to their communities.

Through a focus on school to school models of school improvement, a local 'community eye' view of how to more effectively (via commissioning) deliver on the Every Child Matters Agenda against a local 'Children's Plan,' and by virtue of growing increasingly strong local roots through membership engagement, we would expect to see aspiration and achievement improve, particularly so in some of the more socially deprived communities served by the schools. Being school owned and run, the services brokered and provided via co-operative school trusts, are making money go further (very important in a time of declining resources) as well as being more effective in terms of impact. Vitality, school owned co-operatives provide what schools need, not what someone else thinks they need - and co-operative school trusts do not seek to 'short change' their schools. Any savings via joint procurement etc will stay in the local school system, not be extracted from it by the market/private sector.

The Trust is a mutual co-operative membership trust which is democratically accountable to its members consisting of pupils, parents/carers, staff, local organisations and others interested in supporting the schools. This membership base will strengthen the links with each local community and lead to greater involvement with the local communities through the co-operative nature of the Trust.

The three statutory requirements each Governing Body should satisfy itself that it has met in considering whether or not to proceed with their proposals in the light of the consultation feedback are:

- To enhance and (definitely not adversely) affect standards
- That the consultation exercise complied with regulations and guidance
- The views and comments from respondents have been properly considered

As can be seen from the summary above, all the statutory requirements were more than met. The schools will give great consideration to any concerns expressed by those being consulted. Answers in meetings were detailed, relevant and honest.

The very low level of concerns expressed and opposition to these proposals are likely to have stemmed from the confidence built up by existing collaborative arrangements, the support of the Local Authority and the inclusive ethos pervading the process.

3. Recommended Action

The number of response questionnaires from some schools was relatively strong, particularly from staff. Lower parental returns can be viewed as being positive as there is no significant body of concern or indeed opposition to the proposals. (Legally in these matters a non response is taken to mean that one is 'content' with the proposals and definitely not concerned about, or opposed to them.)

The attendance at the staff consultation meetings was good and there was a feeling that with their favourable attitude towards the proposals, this would be of great encouragement in assisting with the Trust's mutual co-operative membership development in the future.

There is no need to hold additional consultation.

Recommendations.

It is recommended that no alterations are made to the proposals and that a joint Statutory Notice be issued for the seven schools.

It is also recommended that:

- Authority is delegated to the Head and Chair to finalise and issue the statutory papers.
- Each Governing Body should communicate the assurances requested from the Local Authority concerning pension matters and also regarding the application of existing policies around potential redundancy costs and related matters. The positive dialogue that has been established between the Schools, staff, Unions and Local Authority should continue to allay the natural concerns of those involved about their future pay and conditions.

- Each Governing Body is also recommended to formally adopt the recommended Staff Protocol (see Appendix E), plus note the UNISON / SCS and NASUWT/SCS National Agreements (see Appendix F).
- Each Governing Body formally confirms its reconstituted composition if it is to go ahead and become a Foundation school with the proposed Trust as its legal foundation.
- That this full report including its summary of responses to the consultation, as well as those for each school, are put on the consulting schools' websites as part of the full Statutory Proposals.

Appendix A – Summary of Response Forms

A total of 142 questionnaires were received following the distribution of over 2500 consultation documents being sent to all parents, staff and governors of the schools as well as to a significant number of interested parties.

The questionnaires received were comprised as follows – 59 from parents and 77 from staff and 6 from governors.

The number of responses for each question is given below. **The totals may not always be the same as it was possible for respondents to indicate multiple answers to questions or to omit answering a question or questions. Additionally, some respondents may have had dual roles (eg staff governor).**

Q1. How do you feel about the school/s changing status and joining a Co-operative Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals to change the category from Community School to Foundation School	57	76	6	0	0
I do not support the proposal because:	1	0	0	0	0
I support the proposal to join a co-operative Trust	1	0	0	0	0
I do not support the proposal to join a co-operative Trust because:	1	0	0	0	0
I am not sure and would like more information, particularly on:	5	1	1	0	0

Q2. How do you feel about the proposed partners in the Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
These are the right partners	54	72	5	2	0
I am concerned about the school working with ... because ...	4	1	0	0	0
I think the school should also think about working with ...	6	1	0	0	0

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
This is right for the school	55	76	3	0	2
I do not think ... should be a priority in the vision because	0	1	0	0	0
I would like to see ...included in the school's vision	2	0	0	0	0

Q4. We propose that the Trust would appoint the legal minimum of 2 governors to each school's Governing body. This will link the Trust more closely to each Governing Body.

	Parents/ Carers	Staff	Governors	Other	Don't Know
Yes – this sounds like a good idea	59	77	6	0	0
Yes, but I am concerned about...	0	0	0	0	0
No, I would prefer the Trust to appoint more Governors because...	0	0	0	0	0
No, I do not like this proposal because...	1	0	0	0	0

Appendix A1 – Summary from Abingdon Primary School

Summary of response forms

A total of 12 questionnaires were received following over 300 consultation documents being sent to all parents/carers, staff and governors of the school as well as to a significant number of interested parties. These broke down as follows – 10 from parents and 2 from staff. There were no other responses. Copies of all responses are available for governors' perusal.

In addition all pupils were consulted via the School Council and the response was from the School Council was very positive (see Appendix H).

The number of responses for each question is given below together with the comments received. The background of the respondent, where known, is also given.

Q1. How do you feel about the school changing their legal status and acquiring a Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals to change the category from Community School to Foundation School	11	10	1	0	0
I do not support the proposal because:	0	0	0	0	0
I support the proposal to join a co-operative Trust	0	0	0	0	0
I do not support the proposal to join a co-operative Trust because:	0	0	0	0	0
I am not sure and would like more information, particularly on:	0	0	1	0	0

Comments received:

More information on how this change in school organisation will impact on raising standards.

Q2. How do you feel about the proposed partners in the Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
These are the right partners	9	9	1	0	1
I am concerned about the school working with ... because ...	1	0	0	0	0
I think the school should also think about working with ...	0	2	0	0	0

Comments received:

Linthorpe Primary School

These are the right partners if there is evidence that outcomes for children will improve.

Teesside University [should] be considered as a partner

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
This is right for the school	9	10	1	0	2
I do not think ... should be a priority in the vision because	0	0	0	0	0
I would like to see ...Included in the school's vision.	0	0	0	0	0

Comments received:

But I don't think that any of these are new and were already the vision for Abingdon School.

Q4. Are you happy with the Trust appointing a minority of governors?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Yes – this sounds like a good idea	11	10	1	0	0
Yes, but I am concerned about...	0	0	0	0	0
No, I would prefer the Trust to appoint more Governors because...	0	0	0	0	0
No, I do not like this proposal because...	0	0	0	0	0

Comments received:

None

Q5. Do you have any other comments, concerns or suggestions that we should think about before we publish formal proposals?

Comments received:

It is a great idea

No it is a good idea

Have read enclosed leaflet and think this is a great idea, for the school to change to Foundation school.

I am very excited about the prospect of working with the other 6 schools who currently make-up our intended trust so that we can share outstanding practice and make the learning experiences of Middlesbrough children as good if not better than the best available schools no matter what the catchment area.

I am concerned about job opportunities.

Who exactly are the trust members and will we get to meet them beforehand?

How are they elected?

Appendix A2 – Summary from Acklam Whin Primary School

Summary of response forms

A total of 8 questionnaires were received following over 500 consultation documents being sent to all parents/carers, staff and governors of the school as well as to a significant number of interested parties. These responses were all from parents and are available for governors' perusal. There were no other written responses.

In addition all pupils were consulted via the School Council and the response was from the School Council was agreement.

The number of responses for each question is given below together with the comments received. The background of the respondent, where known, is also given. The numbers may not be consistent due to some returns including multiple responses to some questions.

Q1. How do you feel about the school changing their legal status and acquiring a Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals to change the category from Community School to Foundation School	7	0	0	0	0
I do not support the proposal because:	1				
I support the proposal to join a co-operative Trust	1	0	0	0	0
I do not support the proposal to join a co-operative Trust because:	2	0	0	0	0
I am not sure and would like more information, particularly on:	4	0	0	0	0

Comments received:

I do not support the proposal because:

The school is fine as it is and seems to be doing well on its own.

I do not support the proposal to join a co-operative Trust because:

In principle if it is a community of practice to deliver better teaching then I support this but in my experience of such things it rarely stops there and if is not already planned this usually extends to centralising funds etc. Looking at the list of schools with the greatest of respect nearly all are in deprived areas of M'Bro and my concerns would be Acklam Whin being overlooked for funding/equipments due to its location and perceived affluence.

I am not sure and would like more information, particularly on:

Schools which [are] joining with Acklam Whin.

Q2. How do you feel about the proposed partners in the Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
These are the right partners	6	0	0	0	0
I am concerned about the school working with ... because ...	2	0	0	0	0
I think the school should also think about working with ...	2	0	0	0	0

Comments received:

I am concerned about the school working with ... because ...

'Some of the school[s] are not good school[s] on the list'

As overleaf, will it be who shouts the loudest as to who gets most funding?

I think the school should also think about working with ...

Local colleges to improve children's progress

Lingfield, Whinney Banks

Other like schools. Without knowing how each one operates it is difficult to answer this as I don't think geography is relevant here.

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
This is right for the school	7	0	0	0	0
I do not think ... should be a priority in the vision because	0	0	0	0	0
I would like to see ...Included in the school's vision.	1	0	0	0	0

Comments received:

I would like to see ...Included in the school's vision:

Schools working together socially, sports day, Christmas performances etc

Equality and Inclusion meaning exactly that. Not people getting preferential treatment due to protected characteristics. Currently Acklam Whin do this superbly and are a shining example of how to apply this legislation correctly.

Q4. Are you happy with the Trust appointing a minority of governors?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Yes – this sounds like a good idea	6	0	0	0	0
Yes, but I am concerned about...	0	0	0	0	0
No, I would prefer the Trust to appoint more Governors because...	0	0	0	0	0
No, I do not like this proposal because...	1	0	0	0	0

Comments received:

No, I do not like this proposal because...

People who have no interest in the specific school may well have an unhealthy interest or personal agenda. Keep governors relevant to the school, not supplied by the Trust.

Q5. Do you have any other comments, concerns or suggestions that we should think about before we publish formal proposals?

Comments received:

If this is purely to raise teaching standards then a good idea, but firstly Acklam Whin is already at a high standard and secondly there is little chance of it stopping there which raises the question of whether the school will get its fair share of funding if it enters into partnership, and more to the point if other schools for example financially mismanage, will Acklam carry the shared can!

Appendix A3 – Summary from Archibald Primary School

Summary of response forms

A total of 19 questionnaires were received following over 400 consultation documents being sent to all parents/carers, staff and governors of the school as well as to a significant number of interested parties. These broke down as follows – 11 from parents and 8 from staff. There were no additional written responses. Copies of these responses are available for governors' perusal.

In addition all pupils were consulted via the School Council and the response was from the School Council was positive.

The number of responses for each question is given below together with the comments received. The background of the respondent, where known, is also given.

Q1. How do you feel about the school changing their legal status and acquiring a Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals to change the category from Community School to Foundation School	11	8	0	0	0
I do not support the proposal because:	0	0	0	0	0
I support the proposal to join a co-operative Trust	0	0	0	0	0
I do not support the proposal to join a co-operative Trust because:	0	0	0	0	0
I am not sure and would like more information, particularly on:	0	0	0	0	0

Comments received:

What will the Co-op do for the school as their part of the relationship?

Would all schools be equal or would there be a lead school?

This is a great opportunity to formalise and expand working relationships with other schools.

Q2. How do you feel about the proposed partners in the Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
These are the right partners	11	8	0	0	0
I am concerned about the school working with ... because ...	0	0	0	0	0
I think the school should also think about working with ...	2	2	0	0	0

Comments received:

Would like the schools to consider working with Linthorpe school.

Would like the school to work with Macmillan Academy

Consider working with Middlesbrough College

Consider working with Teesside University.

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
This is right for the school	11	8	0	0	0
I do not think ... should be a priority in the vision because	0	0	0	0	0
I would like to see ...Included in the school's vision.	0	0	0	0	0

Comments received:

Makes sense that the schools support each other – we aim to have the same outcome.

Q4. Are you happy with the Trust appointing a minority of governors?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Yes – this sounds like a good idea	11	8	0	0	0
Yes, but I am concerned about...	0	0	0	0	0
No, I would prefer the Trust to appoint more Governors because...	0	0	0	0	0
No, I do not like this proposal because...	0	0	0	0	0

Comments received:

None

Q5. Do you have any other comments, concerns or suggestions that we should think about before we publish formal proposals?

Comments received:

None

Appendix A4 – Summary from Berwick Hills Primary School

Summary of response forms

A total of 12 questionnaires were received following over 400 consultation documents being sent to all parents/carers, staff and governors of the school as well as to a significant number of interested parties. These broke down as follows – 4 from parents; 7 from staff; 1 from Governors. Copies of these responses are available for governors' perusal.

In addition all pupils were consulted via the School Council and the response was from the School Council was positive

The number of responses for each question is given below together with the comments received. The background of the respondent, where known, is also given.

Q1. How do you feel about the school changing their legal status and acquiring a Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals to change the category from Community School to Foundation School	4	6	1	0	0
I do not support the proposal because:	0	0	0	0	0
I support the proposal to join a co-operative Trust	0	0	0	0	0
I do not support the proposal to join a co-operative Trust because:	0	0	0	0	0
I am not sure and would like more information, particularly on:	0	1	0	0	0

Comments received:
None

Q2. How do you feel about the proposed partners in the Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
These are the right partners	4	3	0	0	0
I am concerned about the school working with ... because ...	0	1	0	0	0
I think the school should also think about working with ...	0	1	0	0	0

Comments received:
I may lose my job

Concerned about working with others as I don't wish our school to suffer

Work with other partners in future as appropriate to the developing needs of the group/individual schools

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
This is right for the school	4	6	1	0	0
I do not think ... should be a priority in the vision because	0	1	0	0	0
I would like to see ... Included in the school's vision.	0	0	0	0	0

Comments received:

It should not be taken over because Berwick Hills is OK

Q4. Are you happy with the Trust appointing a minority of governors?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Yes – this sounds like a good idea	4	7	1	0	0
Yes, but I am concerned about...	0	0	0	0	0
No, I would prefer the Trust to appoint more Governors because...	0	0	0	0	0
No, I do not like this proposal because...	0	0	0	0	0

Comments received:

None

Q5. Do you have any other comments, concerns or suggestions that we should think about before we publish formal proposals?

Comments received:

I would like to attend a meeting to see what the views are about (staff)

I believe all the main bases have been covered and all I want is what's best for the future of the school and all the present and forthcoming pupils and staff (staff)

I feel this will be of particular benefit to the pupils and families and staff of a school like ours which has little cultural/ethnic diversity within its own community, working alongside children, parents and colleagues from a wide range of other schools will be a fabulous opportunity and may help to expand and develop awareness/tolerance/understanding of cultures/religions/customs beyond those in our existing environment (staff).

This is the next step in the development of Berwick Hills Primary.

Appendix A5 – Summary from Breckon Hill Primary School

Summary of response forms

A total of 34 questionnaires were received following over 340 consultation documents being sent to all parents/carers, staff and governors of the school as well as to a significant number of interested parties. These broke down as follows – 15 from parents and 19 from staff. In addition there was 1 e-mailed response (see appendix D). Copies of these responses are available for governors' perusal.

In addition all pupils were consulted via the School Council and the response was from the School Council was positive.

The number of responses for each question is given below together with the comments received. The background of the respondent, where known, is also given.

Q1. How do you feel about the school changing their legal status and acquiring a Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals to change the category from Community School to Foundation School	14	19	0	0	0
I do not support the proposal because:	0	0	0	0	0
I support the proposal to join a co-operative Trust	0	0	0	0	0
I do not support the proposal to join a co-operative Trust because:	0	0	0	0	0
I am not sure and would like more information, particularly on:	1	0	0	0	0

Comments received:

I am concerned it could change Breckon Hill's ethos so I would like more information

Q2. How do you feel about the proposed partners in the Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
These are the right partners	14	19	0	0	0
I am concerned about the school working with ... because ...	1	0	0	0	0
I think the school should also think about working with ...	0	0	0	0	0

Comments received:

Would my child still be able to wear her headscarf, another local school does not allow them?

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
This is right for the school	14	19	0	0	0
I do not think ... should be a priority in the vision because	0	0	0	0	0
I would like to see ...Included in the school's vision.	1	0	0	0	0

Comments received:

I want to be sure that everyone's needs continue to be met as much as it is possible

Q4. Are you happy with the Trust appointing a minority of governors?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Yes – this sounds like a good idea	15	19	0	0	0
Yes, but I am concerned about...	0	0	0	0	0
No, I would prefer the Trust to appoint more Governors because...	0	0	0	0	0
No, I do not like this proposal because...	0	0	0	0	0

Comments received:

None

Q5. Do you have any other comments, concerns or suggestions that we should think about before we publish formal proposals?

Comments received:

I found another school discriminative towards Muslims. For this reason I am not sure how all these schools with different practices and visions will work together. I am very pleased with Breckon Hill Primary School and want them to stay as they are. I would only agree if it a positive change for the school.

Appendix A6 – Summary from Newport Primary School

Summary of response forms

A total of 25 questionnaires were received following over 200 consultation documents being sent to all parents/carers, staff and governors of the school as well as to a significant number of interested parties. These broke down as follows – 6 from parents; 18 from staff; 1 from Governors'. There no separate written responses. Copies of these responses are available for governors' perusal.

In addition all pupils were consulted via the School Council and the response from the School Council was positive.

The number of responses for each question is given below together with the comments received. The background of the respondent, where known, is also given.

Q1. How do you feel about the school changing their legal status and acquiring a Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals to change the category from Community School to Foundation School	6	18	1	0	0
I do not support the proposal because:	0	0	0	0	0
I support the proposal to join a co-operative Trust	0	0	0	0	0
I do not support the proposal to join a co-operative Trust because:	0	0	0	0	0
I am not sure and would like more information, particularly on:	0	0	0	0	0

Comments received:
None

Q2. How do you feel about the proposed partners in the Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
These are the right partners	6	18	1	0	0
I am concerned about the school working with ... because ...	0	0	0	0	0
I think the school should also think about working with ...	0	0	0	0	0

Comments received:
None

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
This is right for the school	6	18	1	0	0
I do not think ... should be a priority in the vision because	0	0	0	0	0
I would like to see ... Included in the school's vision.	0	0	0	0	0

Comments received:
None

Q4. Are you happy with the Trust appointing a minority of governors?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Yes – this sounds like a good idea	6	18	1	0	0
Yes, but I am concerned about...	0	0	0	0	0
No, I would prefer the Trust to appoint more Governors because...	0	0	0	0	0
No, I do not like this proposal because...	0	0	0	0	0

Comments received:
None

Q5. Do you have any other comments, concerns or suggestions that we should think about before we publish formal proposals?

Comments received:

Any proposed improvements are always welcome. I have had a child at Newport Primary for at least the past 13 years. I trust the school completely and feel that they are capable of making decisions about the future of the school and I believe they are always striving for a better school for our children – parent.

Appendix A7 – Summary from Thorntree Primary School

Summary of response forms

A total of 22 questionnaires were received following over 370 consultation documents being sent to all parents/carers, staff and governors of the school as well as to a significant number of interested parties. These broke down as follows – 4 from parents; 15 from staff; 3 from Governors. Copies of these responses are available for governors' perusal. There were no additional written comments.

In addition all pupils were consulted via the School Council and the response was from the School Council was XXX.

The number of responses for each question is given below together with the comments received. The background of the respondent, where known, is also given.

Q1. How do you feel about the school changing their legal status and acquiring a Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals to change the category from	4	15	3	0	0

Community School to Foundation School					
I do not support the proposal because:	0	0	0	0	0
I support the proposal to join a co-operative Trust	0	0	0	0	0
I do not support the proposal to join a co-operative Trust because:	0	0	0	0	0
I am not sure and would like more information, particularly on:	0	0	0	0	0

Comments received:
None

Q2. How do you feel about the proposed partners in the Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
These are the right partners	4	15	3	0	0
I am concerned about the school working with ... because ...	0	0	0	0	0
I think the school should also think about working with ...	0	0	0	0	0

Comments received:
None

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
This is right for the school	4	15	3	0	0
I do not think ... should be a priority in the vision because	0	0	0	0	0
I would like to see ...Included in the school's vision.	0	0	0	0	0

Comments received:
None

Q4. Are you happy with the Trust appointing a minority of governors?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Yes – this sounds like a good idea	4	15	3	0	0
Yes, but I am concerned about...	0	0	0	0	0

No, I would prefer the Trust to appoint more Governors because...	0	0	0	0	0
No, I do not like this proposal because...	0	0	0	0	0

Comments received:

None

Q5. Do you have any other comments, concerns or suggestions that we should think about before we publish formal proposals?

Comments received:

None

Appendix B - Consultation Documents

(available separately as PDFs)

Appendix C- Notes from Meetings

(presentation slides are available separately as PDFs)

Appendix C1 – Notes from Parents Meeting at Abingdon Primary School

DATE: 24.04.2104

ATTENDEES: 7 parents and 3 members of staff

PRESENTATION BY: Ken Hall and Andrea Williams

QUESTION	ANSWER
1. Who will pay for vandalism and storm damage?	It was explained that day to day running and maintenance of the school premises will continue as now so vandalism will be paid for from the school budget for premises. In the event of a disaster e.g. a boiler needs replacing or a large problem with the roof the school would approach the LA support as now. KH
2. The work involved in creating change- will it be done in the school day?	Both in the school day and out of school hours. AW explained that she meets with Head teachers to plan school improvement as part of her working day but that some of the work has to be done outside of working hours especially in the initial stages. AW stressed that it was important that we plan carefully in the first instance to ensure the success of the work we do.
3. Who is the Co-operative Trust?	KH explained that the Trust is comprised of the Stakeholders and Partners. He referred back to the model of how the Trust would operate and the role for parents in the Forum.
4. Is it possible for the LA to opt out?	KH explained that the LA has agreed to be a Partner and this is part of the agreement required of a Co-operative trust. AW explained that the LA had shown support for the trust both verbally and in a written statement.
5. Who will evaluate the outcomes of the Trust?	KH explained that the stakeholders and their representatives in the Forum would be the judge of the Trust's success and that this would include the parents themselves, staff, governors and LA representatives and other partners. KH explained that if the parents were concerned about the Trust at any point then they could speak to the LA as is the case now.

6. What do parents need to do as part of the consultation?	KH explained that attending this meeting was part of the role for parents and filling in their opinions on the questionnaires. Parents could also become a member of the stakeholder forum to give their opinions and share ideas.
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One parent commented at the end;
 “ It is a good thing and involving parents more is good. Abingdon does this well but it is a good thing for all the schools involved”.

Appendix C2 – Notes from Parents Meeting at Acklam Whin Primary School

24TH APRIL 2014

ATTENDEES – 9

APOLOGIES – JAN BRUNTON (CHAIR OF GOVERNORS)

PRESENTATION BY KEN HALL (CO-OPERATIVE COLLEGE)

Question 1. Who will be our “social enterprise” partner?

Answer 1. This is unknown as yet. However, it will be someone who is acceptable to all. (JLees)

Question 2. What will Acklam Whin gain from being linked to the other trust schools, who are generally from very different catchment areas to AWPS?

Answer 2. a) Development in our skills of working with children with EAL and from other cultures. b) Improving our teaching through a more diverse approaches. If we only ever collaborate with similar schools we will continue to use similar approaches. (JLees)

Question3. Do we have to become a trust school in order to collaborate? Isn't this simply good practice?

Answer 3. As a LA, Middlesbrough is shrinking and fragmenting. A co-operative trust would give us a well constructed support unit. (JLees, MBrown)

Question 4. Will our children's daily learning be affected by the collaboration? Will consistency and continuity of staffing be maintained.

Answer 4. Consistency will be maintained absolutely. Staff may collaborate on planned projects or share expertise but there will be no “chopping and changing” of staff. (JLees, RMcMaster)

Question 5. How large is too large for a co-operative trust?

Answer 5. Some co-operatives have up to 20 schools in them. This proposed trust is of a comfortable size. (KHall)

Question 6. If another school wishes to join at a later date, does everyone have to agree to this?

Answer 6. A protocol has been developed to guide such decision making. (KHall)

Question 7. Are there any risks?

Answer 7. The potential “catches” were outlined on the presentation. (KHall)

Question 8. Are there any ongoing costs?

Answer 8. The Trust must have a Company Secretary. This may be a salaried post or be carried out on a voluntary basis. (KHall)

Appendix C3 – Notes from Parents Meeting at Archibald Primary School

The meeting was held on 22nd May 2014. There were no attendees.

Appendix C4 – Notes from Parents Meeting at Berwick Hills Primary School

DATE: 25/4/14

ATTENDEES: 3 parents/1 child/Ken Hall/Louise Moore/Sue Sheperia

PRESENTATION BY: Ken Hall

QUESTION	ANSWER
1. Is the reason to join the scheme due to cuts imposed by government?	It is one of the factors, allowing the Co-op Trust to provide own specialist resources.
2. Will this mean you will choose who you want in the school?	No, the Trust will ensure equality for all our children, and will still adhere to LA admission policies.
3. Has there been much response from parents at other schools?	Other schools have had parents attending consultation meetings and we are collating returned questionnaires.
4. Would the likes of speech therapy be more freely available?	Shared resources are expected to have a huge impact on additional support.

Appendix C5 – Notes from Parents Meeting at Breckon Hill Primary School

DATE: 23/4/14

ATTENDEES: Cherry Diemoz, Ian Mawson, Rebecca Walters, Shamraz Qayyum, Karla Huddart, Nabeela Malique, Zeynal Badak, 2 parents

APOLOGIES: Fran Duncan

PRESENTATION BY: C. Diemoz

	QUESTION	ANSWER
1.	How will school measure whether we are abiding by the values we have decided on?	Through stakeholder surveys HT
2.	Will we be in any way connected financially to the troubled Co-operative Bank and Group?	No, we are a member of the Co-operative College CoG
3.	Would our budget still be top-sliced by the LA?	Yes, there will be no budgetary changes but that top-slicing is now minimal and shows good value for money compared to having to buy some services such as licences independently HT
4.	Do we have to follow the STPCD? What pay flexibility do we have if an academy offers enhanced pay to one of our best teachers?	STPCD already allows some flexibility for recruitment and retention but our values are important to us and we do not currently have a problem hiring quality staff HT
5.	What sort of partners could we choose?	Local businesses, other educational institutions and they can come in after the Trust is set up. CoG
6.	How will we support the training of staff	Through sharing good practice and making the most of our partner MSTA HT

Appendix C6 – Notes from Parents Meeting at Newport Primary School

The meeting was held on 30th May 2014. There were no attendees.

Appendix C7 – Notes from Parents Meeting at Thorntree Primary School

The meeting was held on 24th May 2014. There were no attendees.

Appendix C8 – Notes from Meeting with Professional Associations

DATE: 2/4/14

ATTENDEES: Ken Hall, Janet Gregg (Unison), Anita Jeffries, Louise Moore, Lisa Taylor, Sue Sheperia, John Lees, Sandra Eldridge, Chris Barker, Rita Morris (NUT), Ian Mossen, Cherry Diemoz, Andrea Williams, Tessa Smith, Ian Campbell

PROFESSIONAL ASSOCIATIONS: NUT/Unison

APOLOGIES: Julie Sutton

QUESTION	ANSWER
1. Will the employer stay the same?	The employer will now be the governing body of the school. (KH)
2. Will staff be protected?	Existing arrangements remain the same, continue to adhere to local and national conditions of service. (KH)
3. Continue with the green/burgundy books?	Recommended that each school's local agreement continues. Governing bodies in each school and are independent in staff matters. (KH)
4. Is there any agreement with trade unions regarding the green book?	No, but this is irrespective of membership. (KH)
5. What about privatisation?	It is not privatisation but consolidation, sharing expertise to improve the achievement of the children. (KH)
6. Is there Union recognition agreement in place?	Refer to Tong Protocol for Union recognition. (KH)
7. Who makes up board of trustees?	Head Teacher, Chair, Governor, Partner schools, stakeholders, staff, parents.
8. Can one school opt out of Union agreements?	The Trust is built on common values, though each school does have the option of leaving the Trust.
9. Has local national union agreements been decided?	Yes, agreed as protocol.
10. What do you mean by Tupe Like?	Meaning a change of employer, but terms and conditions remain in place for existing and new staff.
11. What about changes in law?	Protected by the schools commitment to join the Trust.
12. Is pay and conditions protected?	Conditions safeguarded as Local Authority Maintained schools.
13. What about CPD opportunities?	Sharing expertise and joining together community values.
14. Will benefits be carried over such as long service?	This would not change. Advised through local authority human resources.
15. What about National changes?	These would come via the Local Authority, not the Trust.

Appendix C9 – Notes from Meeting with Staff of Consulting Schools

DATE: 2/4/14

ATTENDEES: Approx 230

PROFESSIONAL ASSOCIATIONS: NUT/Unison

PRESENTATION BY: Ken Hall

QUESTION	ANSWER
1. Will there be further meetings with staff?	There will be school based consultations.
2. Teachers are protected, but what about teaching staff?	Will continue to adhere to local and national conditions of service (white book). Refer to Tong Protocol.

Appendix C10 – Notes from Public Meeting

DATE: 2/4/14

ATTENDEES: RR, JB, JC

PRESENTATION BY: Ken Hall

QUESTION	ANSWER
1. What about enhanced achievement and scope to work together with milestones? (LA)	LA sits as a partner so therefore would have a voice on the Trust. (KH)
2. What about MSTA, Buy Back and Pricing Policy?	
3. What about the conflict of interest – LA on board of Trustees?	No change to current structure of the governing body. (KH)
4. Trust will be Limited by Guarantee/registered charity. Does this have any implications?	Company secretary should be appointed to assist with statutory returns and other legalities.(KH)
5. What about financial commitments to provide auditable accounts.	Costs could be incurred, or experience may be found on the board of Trustees.(KH)

Appendix D – Local Authority Assurances Letter

Dear Director (*insert name*)

Assurances from the Local Authority regarding Pension Arrangements, Costs of Early Retirement and Redundancies and related matters.

I write as Chair of the Governing Body of (*name of school/s*). You will be aware that we have been consulting on changing our school category from community to foundation and at the same time acquiring a charitable trust. The proposed change will mean that governing body becomes the employing body on implementation day (*Insert*).

This process is not TUPE, but somewhat similar taking place under The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007) provide for all rights, powers, duties and liabilities to transfer existing staff from the Local Authority to the Governing Body of the school.

Employees will be employed by the school's Governing Body instead of the Local Authority and it will continue to recognise the same teachers' associations and trade unions. The existing rights of teachers will be fully protected if the school acquires a Trust as the Governing Body will still be bound by the School Teachers' Pay and Conditions Document.

The Governing Body will set terms and conditions for its own support staff. However, terms and conditions will be safeguarded as per the prescribed regulations for existing staff and our support staff will maintain the same employment rights as Local Authority employees.

The Governing Body also agree to abide with the existing local agreements and policies currently in place for school staff, that have been negotiated by teacher associations and trade unions with the Local Authority. Ditto for recognition matters and payment towards facilities time.

However there are now a number of matters we require written assurances on from the Local Authority. These are as follows:

A). Liabilities affecting the governing body in respect of employment matters.

The governing body may, as employer, in some circumstances have to appear at an Employment Tribunal to defend ourselves, if, for example, candidates for a post at the school complain that a governing body's decision or procedure discriminated against them, or if an employee complains that they had been dismissed unfairly.

We would like an assurance in writing that the local authority recognises that in cases of dismissal, it has to pay any compensation or legal costs awarded by an Employment Tribunal unless it can show that it has good reason to charge the school's delegated budget (for example, if the local authority had previously advised the governing body that an Employment Tribunal was likely to decide a dismissal was unfair).

B). Responsibility for the cost of premature retirements and compensation for redundancy.

The governing body, as the employer, can grant premature retirement to the staff either for reasons of redundancy or can terminate a member of staff's employment in the interest of the efficient discharge of their employer function. The governing body also decides on the level of compensation to grant any member of staff they may make redundant.

We would like an assurance in writing that the local authority recognises that it, as the "compensating authority" has to pay "mandatory compensation" towards a teacher's annual pension and retirement lump sum if they are granted premature retirement by the governing body. We do recognise that the local authority has the power to take the costs of premature retirement from a school's delegated budget if the authority has not agreed to the premature retirement. Similarly, the authority is empowered to take the costs of discretionary compensation for redundancy from a school's delegated budget if they have good reason to do so (an example of this might be if the local authority thought the discretionary payment in a particular case was too high in relation to its own policy).

C).Pensions of support staff.

Support staff at foundation schools are allowed to continue to be in the Local Government Pension Scheme (LGPS) if the local authority, with the consent of the school governing body, has by a statutory resolution specified them to be eligible to belong to the scheme. Otherwise, the support staff will no longer be members of the LGPS and it will be for them and the school governing body to make alternative pension arrangements. In our case, the governing body has resolved to seek to ensure continuity of pension arrangements for support staff through the local authority and the LGPS.

We are now formally seeking written assurances that

- i) That the local authority will agree as a matter of urgency the statutory resolution specifying that support staff currently in the LGPS will continue to be eligible to belong to the scheme. We would ask for a copy of the actual resolution and the minute of the meeting where it was agreed.
- ii) That the local authority will also agree to support staff currently not in the LGPS, continue to have the right to join it going forward and that a similar offer be made to new support staff joining us in the future.

Yours sincerely,

Chair of Governors

Appendix E – Draft Staff Protocol

A Protocol on Employees' Terms and Conditions and Union Relations

1. The school will continue to adhere to the national and local conditions of service currently in place for its existing employees and will continue to employ new staff on these terms. All employees' continuity of service will continue, and contracts will only change in that the employer will become the Governing Body. Other contractual details will remain the same.
2. Recognition of the same trade unions and professional associations will continue, and the school will engage with the Unions in the same way in the future, in line with existing local agreements.
3. The school believes that trade unions help ensure good employee relations, will encourage employees to become union members and will inform new appointees accordingly. The school will, on request, provide the trade unions with names and work locations of new appointees.
4. The relevant unions are the teacher unions (ASCL, ATL, NAHT, NASUWT, NUT and VOICE) and the unions representing support and other professional school staff (GMB, UNISON and Unite).
5. Consultation on internal procedural matters and working and organisational arrangements will be dealt with in the first instance by discussions with union representatives within the school, who may ask for support from their local or regional officers if they think this is necessary.
6. If the school in the future considers varying existing terms and conditions, or not adopting variations agreed through the mechanism for negotiating between the Local Authority and its employees, it will notify the Local Authority representatives of the recognised unions, and will negotiate with them, through a forum consisting of representatives of the school and internal and/or external representatives of each of the recognised unions. In the unlikely event that there is a breakdown in negotiations on terms and conditions, the matter may be referred to the Advisory Conciliation and Arbitration Service (ACAS) in order to seek resolution of the issue. Either party may determine that a matter is referred to ACAS for conciliation. Both parties may subsequently agree, where necessary, that a matter is referred to ACAS for arbitration. Whilst these procedures are being followed the school will honour the status quo ante.
7. The school will write to all employees at the date of transfer to inform them that their new employer is now the Governing Body and that their conditions of employment will not change.

Appendix F – UNISON/SCS and NASUWT National Agreements

(available separately as PDFs)

Appendix G - Proposed Reconstituted Governing Body Structures

From 1 September 2012, the governing body of a foundation school with A 'minority' trust as its foundation, which is what we are proposing, has to be composed as follows;

- The head teacher;
- One staff governor;
- At least two parent governors;
- One Local Authority governor;
- At least two, but no more than 45% of the total, foundation governors appointed by the named Trust; in our case we are proposing the legal minimum of two.
- As many co-opted governors as the governing body consider necessary. The total number of co-opted governors who are also eligible to be elected as staff governors must not exceed one-third of the total membership of the governing body, you must also count the head teacher position in this figure.

In our case we are proposing that changes should be minimal when compared with the current composition of our Governing Body.

The proposed structure will be set out in the Statutory Proposals.

Appendix H - Written representations received

Dear Parents Guardians,

The Student Council have been carrying out their own consultation into thoughts and feelings about the school becoming part of a school co-operative. We have given every child in the school the opportunity to tell us some ideas.

Here are some thoughts that the children told us

*Schools can communicate online

*Visit other schools/competitions

*Discuss topics

*Making new friends

*Sending letters

Although the Key Stage 2 felt confident about the co-operative we found that an overall 75% of the school were still a little unsure of the full meaning of co-operative.

Abingdon Primary

Student Council

Appendix I - Clarifications on Comments made in the questionnaires.

Responses to Question 1

Q1. How do you feel about the school changing its category and joining a co-operative Trust?

Abingdon Primary School

More information on how this change in school organisation will impact on raising standards

Acklam Whin Primary School

I do not support the proposal because the school is fine as it is and seems to be doing well on its own.

I do not support the proposal to join a co-operative Trust because in principle if it is a community of practice to deliver better teaching then I support this but in my experience of such things it rarely stops there and if is not already planned this usually extends to centralising funds etc. Looking at the list of schools with the greatest of respect nearly all are in deprived areas of M'Bro and my concerns would be Acklam Whin being overlooked for funding/equipments due to its location and perceived affluence.

I am not sure and would like more information, particularly on schools which [are] joining with Acklam Whin.

Archibald Primary School

What will the Co-op do for the school as their part of the relationship?

Would all schools be equal or would there be a lead school?

This is a great opportunity to formalise and expand working relationships with other schools.

Berwick Hills Primary School

No responses

Breckon Hill Primary School

I am concerned it could change Breckon Hill's ethos so I would like more information.

Newport Primary School

No responses

Thorntree Primary

No responses

Clarifications

The schools have a history of working together to support each other and have developed a school improvement strategy which they propose to implement across the Trust. All schools would be equal partners in this and their collective ethos would be strengthened by the principles that should underpin co-operative organisations.

Funding arrangements for schools within the Trust, including capital funding, remain the same. Governing Bodies receive their funding from the Local Authority and there is no reason why this proposal should lead to one or more schools having a financial disadvantage.

Responses to Question 2

Q2. What are your feelings about the proposed partners in the Trust?
<p>Abingdon Primary School Linthorpe Primary School These are the right partners if there is evidence that outcomes for children will improve Teesside University [should] be considered as a partner</p>
<p>Acklam Whin Primary School Some of the school[s] are not [a] good school on the list. As overleaf, will it be who shouts the loudest as to who gets most funding? I think the school should also think about working with: Local colleges to improve children's progress Lingfield, Whinney Banks Other like schools. Without knowing how each one operates it is difficult to answer this as I don't think geography is relevant here.</p>
<p>Archibald Primary School Would like the schools to consider working with Linthorpe school. Would like the school to work with Macmillan Academy Consider working with Middlesbrough College Consider working with Teesside University.</p>
<p>Berwick Hills Primary School I may lose my job Concerned about working with others as I don't wish our school to suffer Work with other partners in future as appropriate to the developing needs of the group/individual schools</p>
<p>Breckon Hill Primary School Would my child still be able to wear her headscarf, another local school does not allow them?</p>
<p>Newport Primary School No responses</p>
<p>Thorntree Primary No responses</p>

Clarifications

It is entirely possible that new Partners will join the Trust, including those suggested in the consultation response. Partners have to share co-operative values and the Trust is 'not for profit'. It is up to individual Governing Bodies as

to whether they wish to join the Trust. Some local schools that decided not to join at this stage may do so in the future.

Each school retains its independence – this is not like some academy chains where common procedures might be introduced. There is no reason why uniform, school names etc would change.

Responses to Question 3

Q3. What are your feelings about the vision for the Trust?
<p>Abingdon Primary School But I don't think that any of these are new and were already the vision for Abingdon School.</p>
<p>Acklam Whin Primary School I would like to see ...: Schools working together socially, sports day, Christmas performances etc Equality and Inclusion meaning exactly that. Not people getting preferential treatment due to protected characteristics. Currently Acklam Whin do this superbly and are a shining example of how to apply this legislation correctly.</p>
<p>Archibald Primary School Makes sense that the schools support each other – we aim to have the same outcome.</p>
<p>Berwick Hills Primary School It should not be taken over because Berwick Hills is OK</p>
<p>Breckon Hill Primary School I want to be sure that everyone's needs continue to be met as much as it is possible</p>
<p>Newport Primary School No responses</p>
<p>Thorntree Primary No responses</p>

Clarifications

The emphasis in this Trust is on raising achievement across all the schools and giving more opportunities to learners. Over time, and with the support and involvement of Partners and other Stakeholders, this will be built upon. It will be done through collaboration and consensus. Governing bodies remain independent of each other and continue to run their own schools.

Responses to Question 4

Q4. We propose that the Trust would appoint the legal minimum of 2 governors to each school's governing body. This will link the Trust more closely to each school's governing body.
Abingdon Primary School No responses
Acklam Whin Primary School No, I do not like this proposal because people who have no interest in the specific school may well have an unhealthy interest or personal agenda. Keep governors relevant to the school, not supplied by the Trust.
Archibald Primary School No responses
Berwick Hills Primary School No responses
Breckon Hill Primary School No responses
Newport Primary School No responses
Thorntree Primary No responses

Clarifications

An important part of any co-operative trust school, is that it should be open and democratic. Governing bodies will continue to have substantial parental and staff representation. Stakeholders, via the Forum and Trust Board, will have representation on governing bodies, as will the Local Authority. Co-operative trust schools retain local accountability and work with their local communities.

The Trust will appoint two governors to each governing body (sometimes called 'Foundation Governors'). They are therefore a minority and are there to safeguard co-operative values. They should therefore be supportive of parents and the local community. These governors are identified by consultation with the school concerned. In fact, most often they are existing governors who simply 'change hats'.

If schools decide to go to the next stage of this process, they will publish their proposed governing body structures. There are clear regulations regarding the structure of local authority maintained schools. How these impact upon these proposals is set out in Appendix G.

Responses to Question 5

Q5. Do you have any other comments, concerns or suggestions that we should think about before we publish formal proposals?

Abingdon Primary School

It is a great idea

No it is a good idea

Have read enclosed leaflet and think this is a great idea, for the school to change to Foundation school.

I am very excited about the prospect of working with the other 6 schools who currently make-up our intended trust so that we can share outstanding practice and make the learning experiences of Middlesbrough children as good if not better than the best available schools no matter what the catchment area.

I am concerned about job opportunities.

Who exactly are the trust members and will we get to meet them beforehand?

How are they elected?

Acklam Whin Primary School

If this is purely to raise teaching standards then a good idea, but firstly Acklam Whin is already at a high standard and secondly there is little chance of it stopping there which raises the question of whether the school will get its fair share of funding if it enters into partnership, and more to the point if other schools for example financially mismanage, will Acklam carry the shared can!

Archibald Primary School

No responses

Berwick Hills Primary School

I would like to attend a meeting to see what the views are about (staff)

I believe all the main bases have been covered and all I want is what's best for the future of the school and all the present and forthcoming pupils and staff (staff)

I feel this will be of particular benefit to the pupils and families and staff of a school like ours which has little cultural/ethnic diversity within its own community, working alongside children, parents and colleagues from a wide range of other schools will be a fabulous opportunity and may help to expand and develop awareness/tolerance/understanding of cultures/religions/customs beyond those in our existing environment (staff).

This is the next step in the development of Berwick Hills Primary.

Breckon Hill Primary School

I found another school discriminative towards Muslims. For this reason I am not sure how all these schools with different practices and visions will work together.

I am very pleased with Breckon Hill Primary School and want them to stay as they are. I would only agree if it a positive change for the school.

Newport Primary School

Any proposed improvements are always welcome. I have had a child at Newport Primary for at least the past 13 years. I trust the school completely and feel that they are capable of making decisions about the future of the school and I believe they are always striving for a better school for our children – parent.

Thorntree Primary

No responses

Clarifications

More information on how stakeholders can become involved in the Trust will be provided once the Trust is in place. Trust membership is drawn from parents, staff, learners and the local community.

It needs to be understood that each school within the Trust will maintain its own identity and responsibilities, including that for finance. There is no liability for the budget of another school within the Trust.

Appendix J - Clarifications on Questions raised at Consultation Meetings.

The Co-operative College, which is helping the schools with this consultation process, is the educational arm of the Co-operative Group and is largely financed by that Group. The broad aim of the College is to promote co-operative values in education. It is not a 'college' in the usual sense, as no students are enrolled. The Schools Co-operative Society (SCS) is an organisation which supports co-operative schools by organising conferences and training. However, engagement with the SCS is entirely voluntary and membership is currently £1. The 'Co-operative Movement' refers to the broad range of co-operatives, which share values, but are independent. The Co-operative Group is the familiar business that is responsible for the Co-operative Retail Society (the familiar 'Co-op' on the High Street), Co-operative Bank, CIS etc

Becoming a Co-operative Trust promotes a model of collaboration which is sustainable and can offer local support for raising achievement (including for vulnerable schools, which is often put in place, with Local Authority support). Co-operative Trusts also offer a mechanism for maintaining services that might previously have been offered by the Local Authority (LA), which no longer have enough capacity.

The schools in the Trust are not opting out of the Local Authority and will continue to work closely with it. They are likely to continue to buy in LA services, where they are deemed to be best for the school. The schools all enjoy this option now. As LA maintained schools, teaching staff come under the national pay and conditions (STPCD) and, as co-operative trust schools, agree to honour local and national agreements with all staff.

Schools in the Trust will agree to Local Authority Admissions policies and procedures. The creation of the Trust will not adversely affect admissions of any other school. Schools will continue to use the Local Authority to administer admissions. Of course, if there is an area of admissions policy not covered by the LA policy, then it may be that the Trust will agree collectively to procedures for schools within the Trust.

An important part of any co-operative trust school, is that it should be open and democratic. Governing Bodies will continue to have substantial parental and staff representation. Stakeholders, via the Forum and Trust Board, will have representation on Governing Bodies, as will the Local Authority. Co-operative trust schools retain local accountability and work with their local communities.

Governing bodies retain their independence and responsibilities. These include school day, uniform etc. It also includes operating and maintaining the school assets (eg buildings). However the Local Authority also retains a responsibility, should there be a major issue with these assets, and this continues even after the transfer of ownership to the Trust.