

MIDDLESBROUGH CO-OPERATIVE LEARNING TRUST STATUTORY PROPOSALS

1 Introductory Information

1a School Details

This is a proposal for the following schools to change category from Community to Foundation and acquire Trust status.

- Abingdon Primary School which is a Community School located at; Abingdon Road, Middlesbrough TS1 3JR
- Acklam Whin Primary School which is a Community School located at; Carlbury Avenue, Acklam, Middlesbrough TS5 8SQ
- Archibald Primary School which is a Community School located at; Ayresome Green Lane, Middlesbrough TS5 4DY
- Berwick Hills Primary School which is a Community School located at; Westerdale Road, Berwick Hills, Middlesbrough TS3 7QH
- Breckon Hill Primary School which is a Community School located at; Breckon Hill Road, Middlesbrough, TS4 2DS
- Newport Primary School which is a Community School located at; St Pauls Road, Newport, Middlesbrough TS1 5NQ
- Thorntree Primary School which is a Community School located at; The Greenway, Thorntree, Middlesbrough TS8 9HL

1b Dates

The proposed implementation date is 1st September 2014

1c Objections or comments

Within four weeks from the date of publication of these proposals, **by noon on 19th June 2014**, any person may object to or make comments on the proposals by writing to one of the above schools.

1d Consultation

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

- i) Our consultation document (see Appendix 1) was issued on 19th March 2014 to all consultees listed in section 9 of the consultation document and published on the websites. Additional copies of the consultation document were made available upon request.
- ii) The results of this extensive consultation exercise were summarised in a report for the governing body of each school and this report is available (see Appendix 2).
- iii) The consultation was promoted widely and over 2500 consultation packs were distributed.
- iv) At the end of the consultation period on 4th May 2014 a total of 142 response forms had been returned. This is over 5% of the total and is a good return for these sorts of consultation.
- v) The questionnaires received were comprised as follows – 59 from parents and 77 from staff and 6 from governors.
- vi) The overwhelming majority (139) of the response forms returned were supportive. Only one response was received which was against the proposals, with 7 respondents being unsure. The discrepancy is due to one

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respondent giving two answers to the question (see Appendix A).

- vii) Of the 142 respondents who supported the proposals, 57 were parents, 76 were staff, and 6 were governors.
- viii) There were separate staff and public meetings at the schools and meetings with the unions, to discuss the proposed alterations.
- ix) Simultaneously with the public consultation pupils and students in the schools were consulted using a mixture of assemblies, school council and informal discussions. This process gave support for the proposals.
- x) It is clear that the great majority of staff are fully reassured that this legal change of employer will not make any difference to their present pay and conditions arrangements. A letter to obtain the required employment assurances has been sent to the LA. In addition a staffing protocol developed with Trade Unions and Teacher Associations and which has been adopted by governing bodies in most other Co-operative Trusts has also been proposed. Linked to this is a formal national agreement between UNISON and the Schools Co-operative Society (SCS), which is the recently formed representative body for co-operative schools. Nevertheless there may well be a few staff that still harbour some concerns. It will be important to reassure them that experience elsewhere in the other co-operative trust schools, mean any remaining concerns are unfounded. The proposed LA reassurances and associated staffing protocols with the TA/TUs plus the UNISON/SCS National Agreement, should all serve to reassure staff. This is particularly true for support staff with regard to the UNISON/SCS National Agreement. Each governing body is recommended to formally adopt these two documents.
- xi) As the information provided in this section demonstrates, all statutory requirements about consulting on these proposals have been met. The governing body of the eight schools met separately to consider the consultation responses on 15th May 2014 and considered the issues raised. They each agreed to move to Statutory Notice.

1e Changes made in response to consultation responses

Following careful consideration of the responses to the consultation, the governing bodies of each school decided no alterations were necessary.

1f Alteration Description

Notice is hereby given in accordance with section 19(3) of the Education and Inspections Act 2006 that the governing bodies of Abingdon Primary School, Acklam Whin Primary School, Archibald Primary School, Berwick Hills Primary School, Breckon Hill Primary School, Newport Primary School, and Thorntree Primary School, all intend to make a prescribed alteration to:

- Abingdon Primary School which is a Community School located at; Abingdon Road, Middlesbrough TS1 3JR
- Acklam Whin Primary School which is a Community School located at; Carlbury Avenue, Acklam, Middlesbrough TS5 8SQ
- Archibald Primary School which is a Community School located at; Ayresome Green Lane, Middlesbrough TS5 4DY
- Berwick Hills Primary School which is a Community School located at; Westerdale Road, Berwick Hills, Middlesbrough TS3 7QH

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- Breckon Hill Primary School which is a Community School located at; Breckon Hill Road, Middlesbrough, TS4 2DS
- Newport Primary School which is a Community School located at; St Pauls Road, Newport, Middlesbrough TS1 5NQ
- Thorntree Primary School which is a Community School located at; The Greenway, Thorntree, Middlesbrough TS8 9HL

The proposed alteration in each case is to:

- change school category from Community to Foundation; and
- together with one or more of the proposed partners to acquire a Trust established otherwise than under the School Standards and Framework Act 1998 (SSFA 1998).

2. Changing Category

2a) The governing body of each school believes that forming a Trust will provide opportunities to improve learning in our community. The proposal for this Trust arises from a desire to build upon the very strong existing collaborative arrangements amongst the seven Consulting Schools.

2b) Each school will have a foundation established otherwise than under the SSFA 1998.

2c) This is not a change of category to foundation from a voluntary aided school so no consent is required.

3. Acquiring a Trust

3a) The proposed name of the Trust will be the "Middlesbrough Co-operative Learning Trust" and the proposed implementation date is 1st September 2014.

3b) The partner organisations in the Middlesbrough Co-operative Learning Trust aim to work in together and collaboration with our schools. Forming the Trust body formalises that working relationship and ensures that relationships survive changes of personnel, for the benefit of all schools in the area acquiring the same Trust.

3c) Working as a shared Trust will clarify our vision and aims, raise expectations, aspirations and standards, and make our existing collaboration more sustainable. We believe it will help our children achieve even more than they do now. We aim to provide the very best education possible for all children in our communities by working together more effectively, sharing very best practice and learning across all of our schools as well as promoting community cohesion.

The Trust aims to make a difference through:

- improving teaching for attainment and progress through mutual support using each others' joint expertise and joining together to provide cost effective CPD
- ensuring sustainability through mutual support to share leadership and career development
- becoming an 'expert group' developing expertise in teaching, leadership and governance
- developing expertise in assessment for learning; developing effective monitoring and analysis
- developing parental involvement as partners in their children's learning;

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- reducing inter-school mobility which is detrimental to children's learning and progress
- sharing school improvement planning to reduce bureaucracy and increase efficiency
- encouraging a spirit of innovation (eg. in ICT and Creative Arts)
- providing support so all schools in the Trust are in a position to be judged Good or Better against Ofsted criteria
- recognising that we all teach Middlesbrough's children
- working with secondary colleagues to enhance children's eventual outcomes through effective transition.

The Trust will work with other people and organisations, as appropriate, in order to carry out its work. As the Trust develops its work in the future, it is envisaged that additional schools and partners, who share our vision and values, will be invited to join the trust. These may be drawn from businesses, higher education and sporting organisations.

3c) The proposed members of the Trust are:

- Middlesbrough Local Authority (1 Trustee)
- The Co-operative Movement (initially represented by the Co-operative College) (1 Trustee)
- Abingdon Primary School (2 Trustees – see below*)
- Acklam Whin Primary School (2 Trustees – see below*)
- Archibald Primary School (2 Trustees – see below*)
- Berwick Hills Primary School (2 Trustees – see below*)
- Breckon Hill Primary School (2 Trustees – see below*)
- Newport Primary School (2 Trustees – see below*)
- Thorntree Primary School (2 Trustees – see below*)

* for schools for whom the Trust shall act as a foundation, the two Trustees shall be the Head Teacher and Chair of Governors – or the Chair's nominee.

In addition learners at the school, parents, staff, members of the local community and local community organisations will be able to become members of the Trust. The Trust will have a Stakeholder Forum composed of members, which will be able to appoint two of the Trust's trustees.

It is proposed that the Trust would perform in the most effective and democratic manner if it were to be established and operate in accordance with co-operative values of self-help, self-responsibility, democracy, equality, equity and solidarity. The co-operative model provides a level of community engagement and participation that is essential if the adoption of trust school status is going to achieve the Schools' vision for education in the community and will assist in the promotion of community cohesion.

Accordingly membership of the Trust would be open to anyone approved by the Trustees, is willing to be bound by the provisions of the Trust's constitution and who is eligible for membership of any one of the following five membership constituencies:

- learners attending the School;
- parents and carers of those attending the School;
- staff working at the School;
- members of the local community; and
- local community organisations

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The Stakeholder Forum would discuss issues affecting the Trust, make recommendations to the Trustees, and appoint two Trustees. As the Trust develops it will welcome other schools joining the Trust.

The involvement of partners in this project in no way prejudices their relationships with other education providers.

3d) The Trust will appoint a minority of Governors (namely two), onto the Governing Body at each school as defined in Appendix 3.

3e) Each Partner will appoint trustees as shown in 3c. The Stakeholder Forum will appoint two Trustees.

3f) The proposed constitution of each governing body is shown in Appendix 3.

3g) The Trust's charitable objectives will be to advance the education of the learners in the Aspire Learning Partnership remit, to advance the education of other members of the community, and otherwise to benefit the community, it being acknowledged that in carrying out the objects the Trust must (where applicable) have regard to its obligation to promote community cohesion under the Education Acts.

3h) The Trust does not already act as a foundation for any other school.

3i) The Trust will meet the requirements on Trusts as detailed in School Organisation (Requirements as to Foundations) (England) Regulations 2007.

3j) The rationale for acquiring the Trust, the contribution it will make, and the direction it will provide to the schools can be summarised as:

The governing bodies of the consulting schools are jointly proposing to establish, through a Trust, a long- term partnership that aims to bring together the co-operative movement, and other partners; we believe that by collaborating more closely with each other, and building on the good relationships developed to date, we will further improve the quality of the learning journey for our young people. Becoming a shared Trust will help us to develop our vision and aims, continue to raise expectations and standards across the partnership, and make our existing collaboration more sustainable. We believe that to meet the needs of the community we need to work together as a community. As a group of schools we know that we can achieve more by working together than we can by working alone. A shared Trust, in this case the Middlesbrough Co-operative Learning Trust, would help to make that belief a reality.

The Trust will contribute to the advancement of education and raise standards through the creation of a platform for on-going improvement. The resources and expertise brought to the Trust by the members and partners will strengthen strategic leadership, increase support and challenge and consolidate effective monitoring, thereby bringing about rapid improvement in outcomes for students.

3k) After considering responses to these proposals, the governing body of each of the schools will decide whether it wishes to acquire the Trust. If the governing body of a school decides that it does not wish to acquire the Trust, that decision will not preclude the other schools from acquiring the Trust.

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Dated: 22nd May 2014

Signed:

Mark White	Chair of the Governing Body	Abingdon Primary School
Cllr Janice Brunton	Chair of the Governing Body	Acklam Whin Primary School
Rev Glyn Holland	Chair of the Governing Body	Archibald Primary School
Ray Holland	Chair of the Governing Body	Berwick Hills Primary School
Ian Mawson	Chair of the Governing Body	Breckon Hill Primary School
Susan Carter	Chair of the Governing Body	Newport Primary School
David Foster	Chair of the Governing Body	Thorntree Primary School

Appendix 1 – Consultation Documentation.

Booklets One and Two, plus the summary information leaflet are available separately

Appendix 2 – Report of the Consultation process

The Report is available separately

Appendix 3: Proposed Reconstituted Governing Body Composition.

From September 1st 2012, new regulations came into force that apply to all schools changing category after that date. Further Guidance can be found at:

<http://www.education.gov.uk/aboutdfe/statutory/g00213385/school-governance-constitution-regulations-2012>

Key points

- the regulations allow governing bodies constituted on or after 1 September 2012 to have a minimum size of seven members¹, rather than nine as under the Constitution Regulations 2007;
- the governing body should ensure that it has the skills needed to conduct the governing body's business effectively;
- the method of appointing the LA governor has been amended;
- a new definition of co-opted governor has been introduced; and
- the role of sponsor governor and community governor has been removed.
- The role of co-opted Governor is introduced

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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 Headteacher;
- 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 Headteacher position in this figure.

In our case we are proposing that changes should be minimal when compared with the existing composition of our Governing Body. The tables below show the proposed composition of the Governing Body of each school

Abingdon Primary School

Governor type	Current	Proposed
Local Authority	1	1
Parent	2	2
Staff	2	2 (inc. Head)
Community		
Foundation/Trust		2
Co-opted	8	5
Total	13	12

Acklam Whin Primary School

Governor type	Current	Proposed
Local Authority	3	1
Parent	5	5
Staff	4	2 (inc. Head)
Community	4	0
Foundation/Trust	0	2
Co-opted	0	7 (inc. 2 co-opted Staff)
Total	16	17

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Archibald Primary School

Governor type	Current	Proposed
Local Authority	1	1
Parent	1	2
Staff	3	2 (inc. Head)
Community	0	0
Foundation/Trust	0	2
Co-opted	5	5 (inc. 1 co-opted Staff)
Total	10	12

Berwick Hills Primary School

Governor type	Current	Proposed
Local Authority	1	1
Parent	3	2
Staff	2	2 (inc. Head)
Community		
Foundation/Trust		2
Co-opted	6	5 (inc. 1 co-opted Staff)
Total	12	12

Breckon Hill Primary School

Governor type	Current	Proposed
Local Authority	3	1
Parent	4	4
Staff	4 incl HT	2 (inc. Head)
Community	4	
Foundation/Trust		2
Co-opted		4 (inc. 2 co-opted Staff)
Total	15	13

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Newport Primary

Governor type	Current	Proposed
Local Authority	2	1
Parent	4	2
Staff	4	2 (inc Head)
Community	2	
Foundation/Trust		2
Co-opted		5 (inc. 1 co-opted staff)
Total	12	12

Thorntree Primary School

Governor type	Current	Proposed
Local Authority	3	1
Parent	6	2
Staff	4	2 (inc. Head)
Community	4	0
Foundation/Trust	0	2
Co-opted	0	6 (inc 1 staff)
Total	17	13