

Dovestone Learning Partnership

Including:

Delph Primary School
Diggle Primary School
Knowsley Junior School

With Partner schools

Saddleworth School
St Agnes CE Primary School
Christchurch Denshaw CE Primary School
St Mary's CE Primary School
St Thomas' Leesfield CE Primary School

Public Consultation

Booklet One

Changing to Foundation School Category and Acquiring a Charitable Trust – A Rationale



The reason for the consultation

The Governing Bodies of Delph Primary School, Diggle Primary School and Knowsley Junior School are proposing to change their legal school category from community school to foundation school and at the same time acquire the Dovestone Learning Partnership.

What we would like you to do next

We would like to know what you think of our proposals so we invite you to take part in our public consultation. You can do this by:

- a) Reading this document entitled Booklet One *Changing to Foundation School Category and Acquiring a Charitable Trust – A Rationale*, which provides an overview of the issues faced by the schools, the proposal being put forward, the implications of these proposals and details of the timeline for consultation and what happens next. You may also want to read Booklet Two *Questions and Answers*, which provides a series of commonly asked questions together with answers, which have been collated from the Department of Education (DfE) sources.
- b) Attending one of the consultation meetings (see inside for details);
- c) Completing the Questionnaire Response Form you have been sent and returning it to the school.



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1. Executive Summary

- 1.1 The Governing Bodies of of Delph Primary School, Diggle Primary School and Knowsley Junior School are proposing a change of school category from community school to foundation school and simultaneously to acquire Dovestone Learning Partnership. The proposed date of implementation is 1 September 2017. The partnership will be a mutual Co-operative Membership Trust.
- 1.2 The schools, supported by the Partnership, will work to improve the existing high standards of attainment and services for pupils and their families in the local community.
- 1.3 As Foundation schools, we will still be part of the local authority family of schools, have the opportunity to be supported by a Charitable Trust set up to help the drive for improved standards in schools, in particular, through engaging with the wider community. The Governing Bodies of the schools are proposing to acquire, through a Trust, a long-term partnership that brings together the co-operative movement and existing strong links with the local community. Other educational partners may also support the work of the Partnership.
- 1.4 The Governing Bodies of the schools will gain new powers and responsibilities. They will become the employer of all staff, although existing pay and condition arrangements will be unchanged as the schools will remain in the maintained sector and be subject to national pay and condition agreements. The Governing Bodies will also become responsible for pupil admissions, but will work jointly with the Local Authority to administer the provision of pupil places within the requirements of the National Schools Admissions Code. The Partnership will hold the land and capital assets in trust for the schools and the Governing Bodies will retain day-to-day responsibility for managing these assets.
- 1.5 The full consultation documentation is contained in two booklets:

Booklet One *Changing to Foundation School Category and Acquiring a Charitable Trust – A Rationale* is the document you are now reading and provides an overview of the issues faced by the schools, the proposal being put forward, the implications of these proposals, and details of the timeline for consultation and what happens next.

Booklet Two *Questions and Answers* provides a series of commonly asked questions together with answers and can be obtained from the schools or from the schools' website shown on the front cover.
- 1.6 Stakeholders have the opportunity to comment on these proposals during the **consultation period, which runs from noon Friday 28 April 2017 to noon Wednesday 21 June 2017.**

- 1.7 The Governing Bodies will consider the outcome of the consultation and then decide on whether to change category and establish a charitable trust or to remain a community school.
- 1.8 We have tried to put forward the proposals in a clear manner and there are opportunities to attend meetings and ask questions about the proposals. We are open to alternative suggestions and nothing in this consultation documentation or process pre-determines the outcome of the consultation.
- 1.9 In order to make the change the Governing Bodies are legally proposing to change category from being Community Schools to become Foundation Schools, and at the same time, formally acquire Dovestone Learning Partnership.

2. Vision and Values

- 2.1 Vision: is of a strong family of inspiring schools that serve our local community and contribute fully to the provision of education in the area and collaborate with other partners to achieve common goals. Leading the way in education for Oldham children and young people enabling them to enjoy learning and achieve well as individuals.

‘Stronger Together For Our Pupils’

To achieve our vision we will ensure:

- The community is passionate about learning.
- Everyone’s point of view is heard and appreciated.
- A relevant curriculum is engaging, inspiring and challenging for all learners.
- Children and young people experience excellent learning and teaching enabling them to thrive and flourish within a vibrant, happy, inclusive and safe learning environment.
- The adults employed to work with them are valued and challenged to be the best they can be.

Values: Dovestone Learning Partnership is founded on the values of **respect, trust and solidarity** together with a **passion** for education. For our church schools this is also embedded in the Christian faith.

We are a group of schools that celebrate our individual character. Our schools may have different systems, pedagogies and cultures, but we understand the need to focus on learning and the impact of teaching to improve outcomes for children and young people in our schools. Together we will endeavour to ensure that the children and young people in our schools receive a rich variety of learning. This commitment to developing a high quality curriculum, delivered by well trained, effective teaching and support staff, and the sharing of expertise is at the heart of our vision.

- 2.2 As a Co-operative Trust, the Partnership has adopted the values and principles of the co-operative movement. (see Appendix A).
- 2.3 Co-operatives are based on the values of self-help, self-responsibility, democracy equality, equity and solidarity. In the tradition of their founders, co-operative members believe in their ethical values of

honesty, openness, social responsibility, and caring for others.

2.4 Co-operatives principles are: voluntary and open membership; democratic member control; member economic participation; autonomy and independence; education, training and information; co-operation among co-operatives; concern for community:

2.5 These values and principles underpin the work of the Partnership and we believe contribute to strengthening the schools and its links with the local community.

3. What are the key aims of the Trust?

3.1 The Trust's particular focus

The overarching aims of the Saddleworth and Lees Partnership are:

- To enable distinctive, aspirational schools
- To encourage innovation and inspiring decision making
- To build capacity, resilience and determination
- To develop strong leadership, governance and accountability
- To strengthen cross-phase working and transition
- To enable wider opportunities for all within the community
- To share expertise and best practice across our schools
- To provide exciting and relevant CPD opportunities for staff
- To support the well-being of pupils, staff and wider school community
- To deliver long term sustainability through efficiencies and savings, that release resources to improve the rate of progress for all pupils

3.2 What each Partner brings to the Trust?

- **The Co-operative Movement**— has extensive experience in supporting educational establishments to develop and embed a co-operative 'values driven ethos' across the school and across the curriculum. It will also help bring a global dimension to school and community perceptions, through national and international links with other co-operative educational institutions and organisations.

Each partner organisation will be represented on the Trust board by one nominated trustee.

The Governing Bodies of Delph Primary School, Diggle Primary School and Knowsley Junior School will be represented on the Trust with two nominated trustees, being the Headteacher and Chair of Governors (or nominee).

3.3 How will the Partnership make a difference?

Dovestone Learning Partnership will make a difference as:

- Dovestone Learning Partnership is a 'Community Development and Co-operative Model'. We have decided we would prefer to acquire this model as it enables those who are directly involved in the schools, parents/carers, staff and learners, to become engaged in its long-term strategic direction

through membership of the Partnership. This has particular relevance in our local community where traditional values and support are highly valued.

- It will also allow those more directly involved such as other members of learners' families, to become involved. We believe that engaging members alongside the organisational partners detailed, is essential as we work towards our vision of transforming educational opportunities for all in the community we serve.
- The schools are ambitious, and wish to further accelerate the pace of improvement, and want to form social partnerships with organisations with values akin to ours, with appropriate expertise to engage our learners and our community more actively in social change and to help us value and reward achievement in a wider range of formal and informal settings.

3.4 How the Partnership may develop

We envisage that the Partnership will expand. Other local schools may join us; other partners may also join. Alongside these we are developing partnerships to provide support in other areas. These organisations may work through membership of the Partnership or develop into formal Partners.

4. How the Partnership Works?

- 4.1 The Partnership is a charitable company meeting the legal and other requirements of the Department for Education (DfE). It carries out its duties in relation to schools as set out by the DfE, specifically by appointing two governors to the Governing Body of each school and by holding the land mutually in trust for its school community.
- 4.2 The Partnership is be regulated by the Secretary of State (as are all educational trusts and academies) and by the DfE and is registered as a company limited by guarantee with Companies House.
- 4.3 Trustees will not be able to derive an income from the Partnership, but the Partnership may become an employer as it develops its objectives in providing services and/or commissioning services. Any income generated by the Partnership must only be used to support its charitable aims. The Partnership does not seek to alter the individual characteristics of the schools and it does not seek to change the character (religious or otherwise) of the schools.
- 4.4 The Partnership will meet a minimum of three times per year (co-ordinated with school governance as required).
- 4.5 The Partnership works with other people and organisations, as appropriate, in order to carry out its work. As the Partnership develops its work in the future, it may be appropriate to consider additional partners. There will be a process involving Trustees to ensure that any future partner will comply fully with the vision, values and aims of the Trust.
- 4.6 The Partnership is made up of the schools, partners, and members as shown in Appendix B. If other schools join the Partnership, then all schools will also have two Trustees.
- 4.7 The Partnership will appoint a minority of governors at the school (see Appendix C).

- 4.8 The Partnership has an ethos of co-operation and democracy consistent with co-operative values. It seeks to empower learners and their community as well as helping our young people prepare for these challenges and their future as global citizens.

5. Foundation Category

- 5.1 To join the Partnership, the schools are required to change their current category and become a Foundation School. In acquiring Foundation Category, the Governing Bodies and not the Partnership, will assume new responsibilities, including responsibility for the employment of staff and the admission of learners to the schools. In addition, the Partnership will hold the land and assets in trust for the school. The Governing Bodies will retain day-to-day responsibility for managing the assets, as is the case in the present situation.
- 5.2 The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 provide for all the rights, powers, duties and liabilities to transfer existing staff from the Local Authority to the Governing Bodies.
- 5.3 Existing and new teaching staff will continue to work under the terms of the 'School Teachers' Pay and Conditions Document' (STPCD). The School's Governing Bodies will set out the terms and conditions for new support staff, which will be no less favourable than those applying to existing staff. All staff will, therefore, always enjoy as a minimum the same terms and conditions of employment as in any maintained state school.
- 5.4 The schools will continue to teach the National Curriculum and will be inspected by Ofsted at appropriate times.
- 5.5 The Governing Bodies will continue to have day-to-day control of the schools' land and assets (which the Trust will hold 'in trust' for the schools), as is the case at present.
- 5.6 We will work in collaboration with the Local Authority in ensuring strict adherence to the Schools' Admissions Code whilst reserving the legal right to review admission arrangements if deemed appropriate.

6. What does this mean for Parents, Carers and Pupils?

- 6.1 The schools will remain part of the Local Authority's family of schools. We will continue to have a fair admissions policy and not introduce selection by ability. Parents will apply for places at Partnership schools as part of the Local Authority process. The schools will continue to work with the Local Authority to ensure that pupil places are given fairly in line with the published admissions criteria, which conform, to the School Admissions Code. However a Partnership school's Governing Body has the right to review admissions arrangements as deemed appropriate.
- 6.2 The current situation of appointing Parent, Co-opted, Local Authority and Staff Governors will be maintained. However the Governing Bodies will now have a minority of governors appointed by the Partnership, probably the legal minimum of two. (see Appendix C).

All parents, carers and pupils currently attending a Partnership school may become full members of the Partnership (as may all learners, staff and members of a range of defined supporting community organisations). Our schools will be part of a Stakeholder Forum with elected members including parents, staff, learners (including students) and community organisations. Its purpose will be to hold the Partnership to account, to help shape policies and to elect a minority of trustees.

The schools' ethos, including objectives relating to behaviour and performance and the schools' vision and values will be strengthened by working within the framework of co-operative values. It is envisaged that the new partnership arrangements will contribute significantly to a further improvement in the schools' performance and a better educational experience and outcome for every young person and their family.

7. What does this mean for Employees?

- 7.1 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 Bodies of the schools. Employees will be employed by their school's Governing Bodies instead of the Local Authority and we will continue to recognise the same unions. The existing rights of teachers will be fully protected if the school acquires a Trust. We will still be bound by the School Teachers' Pay and Conditions Document.
- 7.2 The Governing Bodies 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 they will maintain the same employment rights as Local Authority employees. Employees will still be represented on the Governing Bodies, as elected by their colleagues, as well as there being representatives from parents, the community and the Local Authority as is the case now, plus the additional foundation governors nominated by the Partnership.

8. The Consultation Process

- 8.1 Please let us know what you think about the proposal by one or more of the following ways:
- a) Complete and return the Consultation Questionnaire.
 - b) Send in your comments to the school.
 - c) If you are a parent, carer, member of staff, or member of the public, come to the appropriate meeting to discuss the proposal.

Consultation meetings will be held as follows:

Delph Primary School: 4 May 2017

Staff meeting 3.30 pm

Parents/Carers 5.00 pm

Open meeting 6.00 pm

Diggle Primary School: 9 May 2017

Staff meeting 3.30 pm

Parents/Carers 5.00 pm

Open meeting 6.00 pm

Knowsley Junior School: 3 May 2017

Staff meeting 3.30 pm

Parents/Carers 5.00 pm

Open meeting 6.00 pm

Information Meetings for our Partner Schools are:

Saddleworth School 6.00 pm 15 May 2017

St Agnes CE Primary School 6pm 24th May

Christ Church Denshaw CE Primary 5.00 pm 8 May 2017

St Marys CE Primary Greenfield 5.00 pm 25 May 2017

St Thomas CE Primary Leesfield 5.00 pm 23 May 2017

8.2 You can comment at any time from **noon Friday 28 April 2017 to noon Wednesday 21 June 2017**

After the consultation is closed all comments will be considered and a report will be prepared for the Governing Bodies. This report will be made available on the school websites. Individual responses will not be published on the website but will be presented to the Governing Bodies and will be available for inspection by the public on request. The Governing Bodies will then hold meetings to review the report and all the comments before reaching an informed decision.

8.3 The Governing Bodies may decide to:

- a) Modify the proposal in the light of suggestions made during consultation and, if the changes are significant, consult on the changes.
- b) Defer the proposals to another time.

c) Decide to remain as a community school without any changes.

8.4 The proposed implementation date is **1 September 2017**

8.5 Copies of all the consultation documents can be obtained from the school websites or from the schools.

8.6 If you have any queries about anything you have read here and would like further clarification, please contact the Headteacher at the relevant school:

Delph Primary School – Denshaw Road, Delph, Oldham, OL35HN

Telephone: 01457 874400 Email: info@delph.oldham.sch.uk

Diggle Primary School – Sam Road, Diggle, Oldham, OL3 5PU

Telephone: 0161 770 5246 Email: info@diggle.oldham.sch.uk

Knowsley Junior School – Stoneleigh Road, Oldham, OL4 4BH

Telephone: 0161 633 4433 Email: info@knowsley.oldham.sch.uk

9. List of Consultees

As part of the consultation process, the school is consulting with the following:

- Pupils currently at the school (through school council).
- Parents/carers of children currently at the school.
- Staff currently employed at the school, both teaching and support staff.
- All schools currently sending children to the school.
- The Local Authority and neighbouring Local Authorities.
- Local MPs and serving local Councillors.
- The local Teacher Associations and Trade Unions representing our support staff.
- Other neighbouring schools which may be affected by the proposals.
- Local Community Groups including nurseries, child care providers, sports and leisure providers.
- Local Children's Centres.
- Local and neighbouring Colleges and Higher Education Institutes.
- Children and Adolescents Mental Health Service (CAMHS).
- The Primary Care Trust (PCT) and Local GP surgeries..
- Local Diocese.
- Local Mosques.

A complete list will be published on the schools' websites. If you feel that there are other stakeholders who should be consulted, please contact us.

Appendix A: Statement on the Co-operative Identity

Statement on the Co-operative Identity as approved at the ICA Congress, Manchester, September 1995

Definition

A co-operative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly owned and democratically controlled enterprise.

Values

Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility, and caring for others.

Principles

The co-operative principles are guidelines by which co-operatives put their values into practice.

1st Principle: Voluntary and Open Membership

Co-operatives are voluntary organisations, open to all persons able to use their services and willing to accept responsibilities of membership, without gender, social, racial, political, or religious discrimination.

2nd Principle: Democratic Member Control

Co-operatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member, one vote), and co-operatives at other levels are also organised in a democratic manner.

3rd Principle: Member Economic Participation

Members contribute equitably to, and -democratically control, the capital of their co-operative. At least part of that capital is usually the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any of the following purposes: developing their co-operative, possibly by setting up reserves, part of which at least would be indivisible; benefiting members in proportion to their transactions with the co-operative; and supporting other activities approved by the membership.

4th Principle: Autonomy and Independence

Co-operatives are autonomous, self-help organisations controlled by their members. If they enter into agreements with other organisations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy.

5th Principle: Education, Training and Information

Co-operatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively to the development of their co-operatives. They inform the general public - particularly young people and opinion leaders - about the nature and benefits of co-operation.

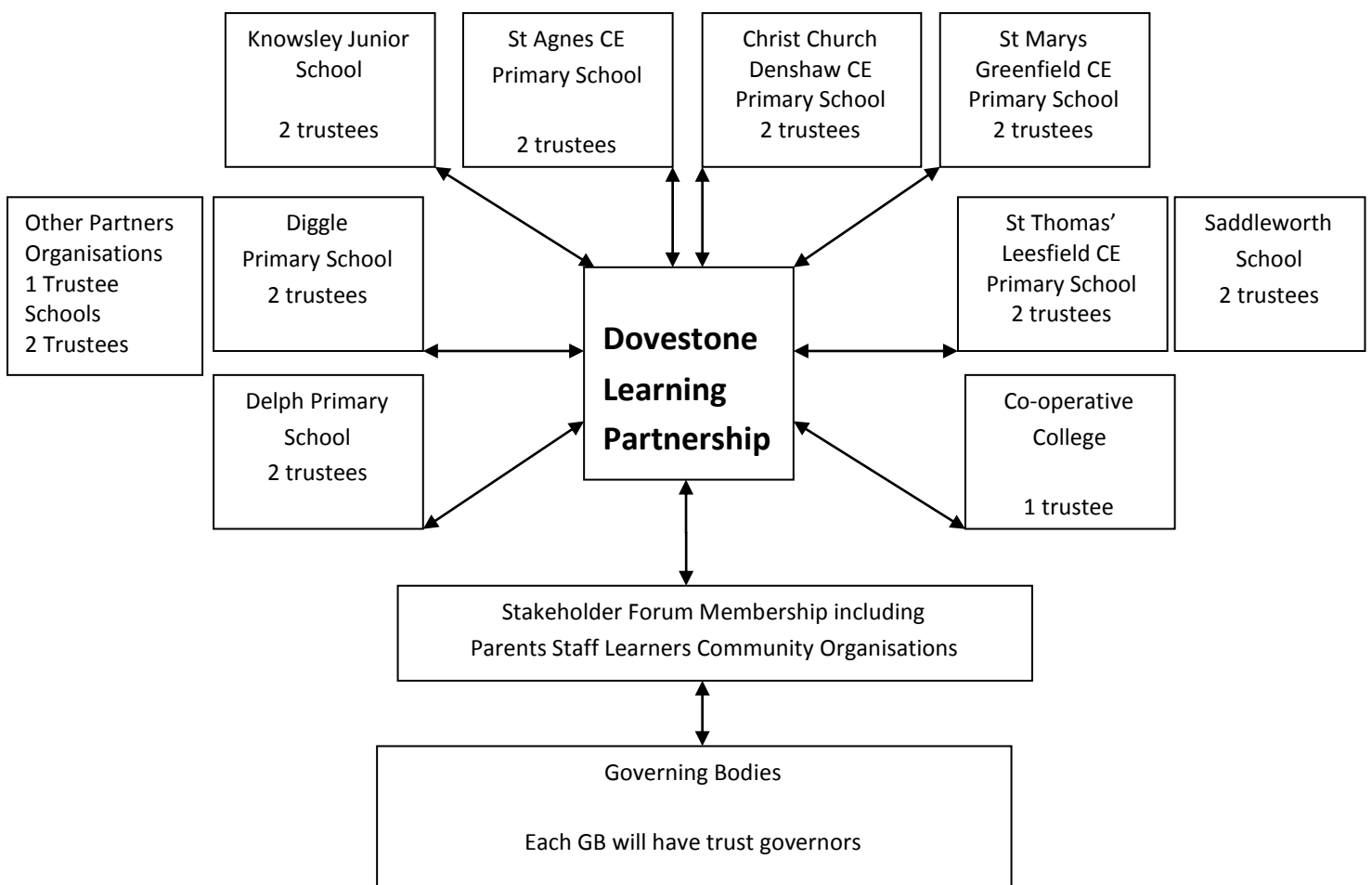
6th Principle: Co-operation among Co-operatives

Co-operatives serve their members most effectively and strengthen the Co-operative Movement by working together through local, national, regional and international structures.

7th Principle: Concern for Community

Co-operatives work for the sustainable development of their communities through policies approved by their members.

Appendix B: Trust Structure



Member	Trustees	Proposed contribution to Trust
<p>Founding Partner Schools Delph Primary, Diggle Primary and Knowsley Junior Schools</p> <p>Partner schools Saddleworth School St Agnes CE Primary School Christ Church Denshaw Primary School St Mary's CE Greenfield Primary School St Thomas' Leesfield CE Primary School</p>	2 trustees	<ul style="list-style-type: none"> • Improved outcomes for all children, every child expected to make progress at least in line with, and for many above, national expectations • Every school will be well led, purposeful and governed • All staff are motivated to self-improve and aspire to excellence • All schools are to be judged good or better following Inspections • Schools will be valued by their community <p>To work within the Partnership to help deliver on its vision to create an environment which will support the learning needs of the whole community, offering inclusivity, lifelong learning opportunities and improved children's services through mutually agreed aims and values.</p>
<p>The Co-operative movement</p>	1	<p>Dovestone Learning Partnership is part of the global co-operative family. It is a member of the Schools Co-operative Society, the national network of co-operative trusts, and work with the Co-operative College to identify a suitable long-term co-operative partner for the partnership.</p> <p>The Co-operative College has extensive experience in both the general school sector and the co-operative trust sector. They organise the network of co-operative schools, of which the partnership will be part. They will also help bring a global dimension to the school and assist in establishing national and international links with other co-operative organisations.</p>
<p>Trust Forum or Council</p>	2	<p>This will provide a mechanism for active engagement of key stakeholder groups and provides a sounding board for our local communities. It will ensure that our plans and implementation are in line with community aspirations and will seek to engage the community in dialogue with the partnership.</p>
<p>External Partners</p>	1 each	<p>To engage fully with the partnership, to share and support mutual aims that are in keeping with co-operative values and principles.</p>

Appendix C: Governing Body Structure

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 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 'old' (Pre-September 2012) composition of our Governing Body.