

Bradford Co-operative Learning Trust schools comprising:



- Atlas Community Primary School**
- Frizinghall Primary School**
- Green Lane Primary School**
- Lilycroft Primary School**
- Lister Primary School**
- Margaret McMillan Primary School**
- Miriam Lord Community Primary School**
- Westbourne Primary School**



In association with their partner schools:
Heaton St Barnabas CE Primary School



PUBLIC CONSULTATION 2013



Booklet One



**Changing to a Foundation School Category and
Acquiring a Charitable Trust**



“Success at the heart of our community.”



The reason for the consultation

The Governing Bodies of the Bradford area schools listed are proposing to change their legal category from community to foundation school; and at the same time to acquire (establish), a charitable trust, to be known as the Bradford Co-operative Learning Trust. This Trust, which shall be a co-operative membership trust, will hold each consulting school's land and assets in trust, in this case with a strong mutual element.

What we would like you to do

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

- Reading the Trust information leaflet and this booklet (you may also wish to read Booklet Two, which provides answers to a number of commonly asked questions)
- Completing the Public Consultation Questionnaire and returning it to the appropriate school
- You may wish to attend one of the consultation meetings being held over the consultation period – see section 8.1 for details and times and venues of the various meetings.

Copies of the Booklets and the Public Consultation Questionnaire can be obtained from the schools or viewed on any of the consulting school websites (as well as those of our partner school): see Appendix D for details.

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1. Executive Summary

1. Proposal

The Governing Bodies of the named consulting schools are proposing a change of school category – from community to foundation - and simultaneously to acquire a charitable trust to be called the Bradford Co-operative Learning Trust. The proposed date of implementation is 15th April 2013. The Trust will be a mutual Co-operative Membership Trust.

1.2 What is a Trust School?

This is a type of school that, while still being part of the local authority family of schools, has the opportunity to be supported by a Charitable Trust set up to help the drive for improved standards in school, in particular through engaging with the wider community. The Trust will act as the legal foundation for the consulting schools if all or some decide to become foundation schools. The Trust will not act as the legal foundation for Heaton St Barnabas CE Primary School, as its Church Trust already acts as its legal foundation. However, Heaton St Barnabas School wishes to become a founding partner in the proposed co-operative Trust.

1.3 What is a Co-operative Trust School?

The Co-operative School Trust model enables schools to set themselves up as co-operatives, following co-operative values and principles. This model enables those who are directly involved in the school, parents/carers, staff and pupils, to become engaged in its long-term strategic direction through membership of the Trust. It will also allow those more directly involved, such as other members of pupils' families to become involved.

1.4 Why are we considering it?

To improve the life chances of the children of the Bradford Co-operative Learning Trust area, by:

- Building a coherent and inspiring learning journey across the area
- Increasing ownership of the schools within the community
- Facilitating participation of the community within the schools
- Working in partnership with other schools
- Supporting the schools to continue to further raise standards

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

1.5 Trust Partnerships

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. In the early stages, in addition to the Co-operative Movement, our founding partners would be Bradford Local Authority plus Heaton St Barnabas as a church school partner. We expect to include further partners as the Trust develops. We believe that collaborating with other schools, building on the good relationships developed to date, will further improve the quality of the learning journey for Bradford's young people.

1.6 New Powers and Responsibilities

The Governing Body of each consulting school will gain new powers and responsibilities. It will become the employer of all staff, although existing pay and condition arrangements will be unchanged as the school will remain in the maintained local authority sector and still be subject to national and local pay and condition agreements.

Each consulting Governing Body will also become responsible for pupil admissions, but will work jointly with the Local Authority to administer the provision of pupil places with the requirements of the National Schools Admissions Code.

The Trust will hold the land and capital assets in Trust for each consulting school, although its Governing Body will retain day-to-day responsibility for managing these assets in the same way that it does now.

1.7 Consultation Process

You will have the opportunity to comment on these proposals during the consultation period which runs from noon Wednesday 9th January 2013 to noon Wednesday 6th February 2013. We would emphasise that no decision has been made yet and we would welcome suggestions that might improve our proposals, as well as challenging them. This includes your views on the name of the proposed Trust.

Each consulting Governing Body will consider the outcome of the consultation and then decide on whether to publish Statutory Proposals on changing category and acquiring a charitable trust or to remain a community school.

Additionally, the partner school will seek informally the views of its stakeholders.

1.8 Consultation Process

In order to make the change, each consulting Governing Body is legally proposing to change category from a Community School to become a Foundation School, and at the same time, formally acquiring a Trust – The Bradford Co-operative Learning Trust.

2. Vision and Values

2.1 Our Values

“Success at the heart of our community”

Every child in the Bradford area deserves to succeed.
Children will succeed when they:

- Have high quality learning experiences
- Have high expectations of themselves and their community and aspire to their goals
- Feel safe and secure
- Enjoy their school experience
- Attend regularly
- Have a sense of belonging to their community
- Respond confidently to challenge

The Trust will work closely with our community to raise aspirations, create opportunities and contribute fully to the life of the community.

The creation of the Trust will provide a strong and well-tested legal entity through which to collaborate with our partners for the benefit of our families.

2.2 Our Vision for the Trust

We will:

- Ensure consistently high expectations in our schools; among learners, teachers, parents and carers;
- Enable all learners to benefit from high quality teaching and learning;
- Work effectively with parents/carers, professionals and the wider community to promote health and well-being, creating the right conditions for learners to thrive;
- Make efficient use of all resources available to use and thereby maximise the benefits for learners;

- Work with external partners to widen the range of opportunities available to our workforce and young people;
- Make our school improvement strategy more sustainable by raising the profile of education across our community;
- Further raise aspirations by more effectively engaging stakeholders, especially parents, via the Trust's co-operative membership mechanisms;
- Improve social cohesion within our community by strengthening our commitment to co-operative values, including respect, social justice, fairness and democracy.

2.3 Co-operative Values and Principles

The Trust will play a key part in the next phase of development of education in the Bradford Co-operative Learning Trust area.

The ethos of the schools matches the co-operative values and principles of the co-operative movement (see Appendix C).

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.

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.

These values and principles will underpin the work of the Trust and we believe will contribute to strengthening the schools and its links with the local community

3. What will the Trust do?

1. What will be the Trust's particular priorities?

To provide the highest quality learning experience to ensure that every child in the Bradford Co-operative Learning Trust succeeds by:

- Building the capacity for school to school work to secure improvement
- Developing strategic direction and cohesion between the schools in the area
- Raising pupil aspirations and achievements by extending learning opportunities through engagement with the community

2. What difference would it make to be a Co-operative School? What benefits would it bring?

We are drawn to the co-operative model, because the values are closely aligned to our own. Namely:

- **Self-help:** Encourage all within the organisation to help each other by working together to gain mutual benefits. Help people to help themselves
- **Self-responsibility:** Take responsibility for and answer to, our actions,
- **Democracy:** Give our stakeholders a say in the way we run our school
- **Equality:** Equal rights and benefits according to their contribution
- **Equity:** Be fair and unbiased
- **Solidarity:** Support each other and those in other co-operatives and the ethical values of **honesty, openness, social responsibility** and **caring for others.**

3. How would we benefit from Trust Partners?

Our partnerships have been secured to ensure that our values will be embedded for the long term and written into the fabric of our schools.

We are committed to the

- Academic
- Artistic and creative
- Social and emotional
- Physical development

of every child in the Bradford Co-operative Learning Trust area.

We have a duty to ensure all the children and young people in our community receive the highest possible quality of education. We all achieve more when we have a strong sense of belonging to, and are valued by, our community. Our community partnerships reflect this.

3.1 What will each Partner bring 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. Initially, it will be represented by The Co-operative College.

Being a co-operative trust school will also allow us to become a member of the Schools Co-operative Society (SCS). SCS is the fastest growing network of schools across England and is itself a co-operative of co-operative schools. Being part of a national co-operative schools organisation will be of great assistance as we try to navigate our schools through the rapidly changing educational landscape facing all mainstream schools. Equally importantly the co-operative school network is growing strongly in our area and recently established a Yorkshire and Humberside region of SCS, which we will play a full role in – as well as draw support and networking opportunities from. We will also be able to participate in a strong international network of co-operative schools and colleges.

The Local Authority will continue to work in partnership with the Trust schools for the benefit of the pupils, parents, staff and local community.

The Governing Body of each consulting school will also itself be represented on the Trust with two nominated trustees, including the Head teacher and Chair of Governors (or nominee). Each partner school and organisation shall appoint one trustee.

4. How will the Trust work?

4.1 The Trust will be a charitable, not for profit trust, meeting the legal and other requirements as set out by the Department for Education (DfE). It will carry out its duties in relation to the school as set out by the DfE, and by holding the land and assets on trust.

4.2 The Trust will be legally established and regulated (as with all charities) by the Charities Commission and registered as a company limited by guarantee with Companies House.

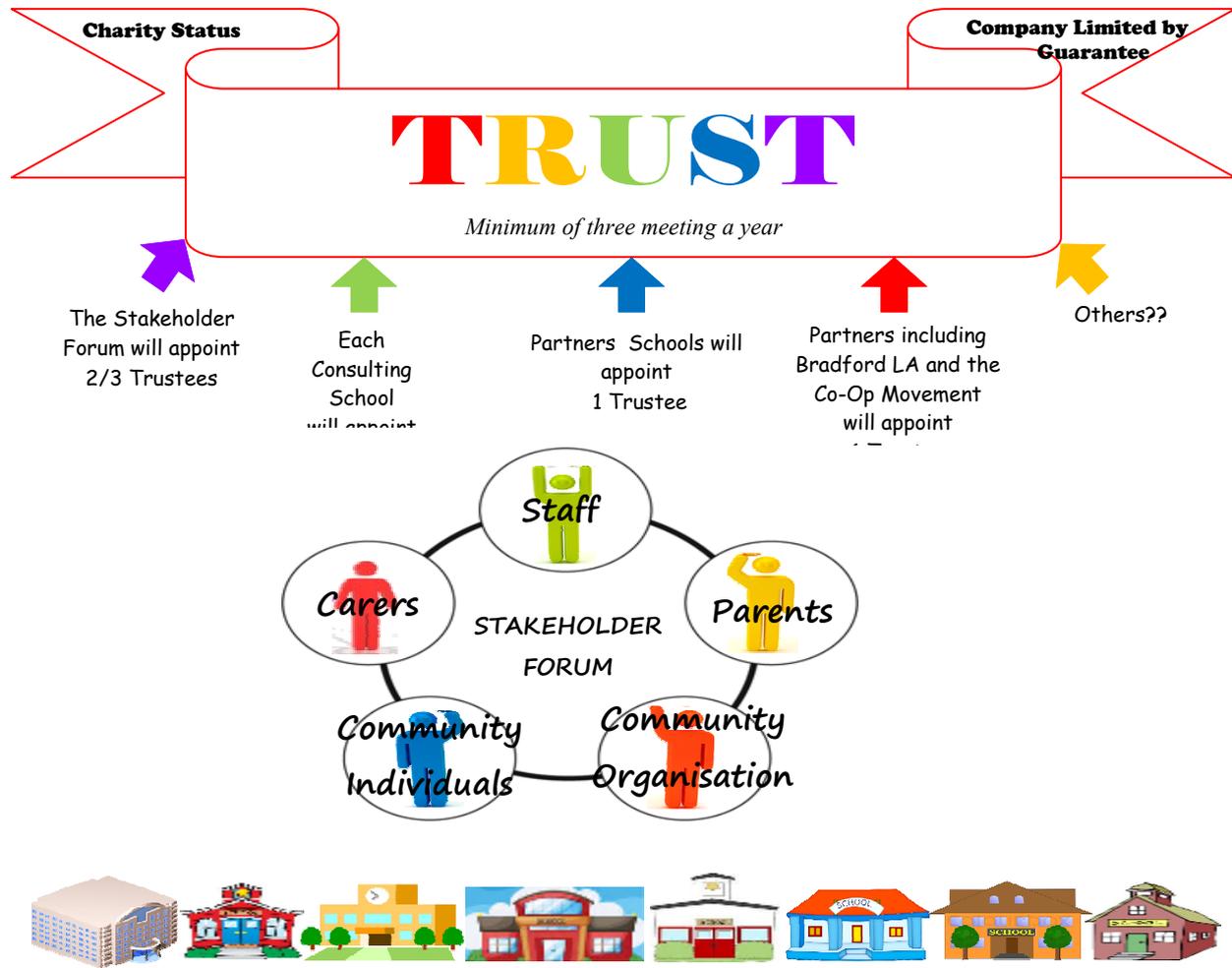
4.3 Trustees will not be able to derive an income from the Trust, but the Trust may become an employer as it develops its objectives in providing services and/or commissioning services. Any income generated by the Trust must only be used to support its charitable aims. The Trust will not seek to alter the individual characteristics of the school and it will not seek to change the character (religious or otherwise) of the school.

4.4 The Trust will meet a minimum of three times per year (co-ordinated with school governance as required).

4.5 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 may be appropriate to consider additional partners. There will be a process involving existing Trustees to ensure that any future partner will comply fully with the vision, values and aims of the Trust.

4.6 The Trust will be made up of the school, partners, and members as shown in the diagram below.

4.7 The Trust will have an ethos of co-operation and democracy consistent with co-operative values. It will seek to empower learners and their community. The Trust will help children prepare for these challenges and their future as global citizens.



Schools with their own Governing Body
(Two Governors will be appointed by the Co-Op Trust onto each of their governing bodies)

5. Foundation Category

5.1 To set up the Trust, consulting schools are required to change their current category to become Foundation Schools. In acquiring Foundation category, the Governing Body and not the Trust, will assume new responsibilities, including responsibility for the employment of staff and admission of pupils to 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 full rights, powers, duties and liabilities to transfer existing staff from the Local Authority to the Governing Body.

5.3 Existing and new teaching staff will continue to work under the terms of the ‘School Teachers’ Pay and Conditions Document’ (STPCD). Each Governing Body 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.

The schools will continue to teach the National Curriculum and will be inspected by Ofsted at appropriate times.

The Governing Bodies will continue to have day-to-day control of the school’s land and assets (although the Trust will hold them ‘on trust’).

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?

Admissions

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 any Trust school, as part of the Local Authority process. Schools will continue to work in partnership with the Local Authority to ensure that student places are given fairly in line with the published admissions criteria that conform to the School Admissions Code. However, a Trust school Governing Body reserves the right to review admissions arrangements as deemed appropriate. In effect, admission procedures remain unaltered.

Composition of Governing Bodies

6.2 The current situation of appointing Community, Local Authority and Staff Governors will basically be maintained, although with some minimal changes. However, the Governing Body will now have a minority of governors (probably the legal minimum of two), appointed by the Trust. (see Appendix B).

Membership of the Trust

6.3 All parents, carers and pupils currently attending a school within the proposed Trust may become full members of the Trust (as may all pupils, staff and members of a range of defined supporting community organisations). We are planning to establish a Stakeholder Forum with elected members including parents/carers, staff, pupils and community representatives both individually and from organisations. Its purpose will be to hold the

Trust to account, to help shape policies and to elect a minority of trustees (either two or three).

6.4 Our schools' ethos, including objectives relating to behaviour and performance and the school's 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 schools' performance and a better educational experience and outcome for every child 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 Body of the school. The school's Governing Body, instead of the Local Authority, will employ employees and we will continue to recognise the same unions. The existing rights of teachers will be fully protected if schools acquire a Trust. The School Teachers' Pay and Conditions Document will still bind us.

7.2 Each 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 they will maintain the same employment rights as Local Authority employees. Employees will be represented on the Governing Body, 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 Trust.

8. The Consultation Process

8.1 Please let us know what you think about the proposal by one or more of the following:

- Complete and return the Public Consultation Questionnaire
- Return completed questionnaires to the school
- If you are a parent/carer, member of staff or a member of the public, come to the appropriate meeting to discuss the proposal.

Consultation meetings will all be held at Schools which have the trust as their foundation and additionally, there will be a public meeting for anyone in the community at **Manningham Mills Community Centre at 5pm on 28th January 2013**.. There will also be a parents' meeting at each school, please see the table below for dates. There will be a meeting for staff between 16th and 28th January 2013. Please see covering letter for details of other meetings.

8.2 You can respond via the questionnaire or at the meetings at any time from noon on Wednesday 9th January to noon on Wednesday 6th February 2013.

8.3 After the consultation is closed, all comments will be considered and a report for each school will be prepared for the consulting governing bodies. These reports will be made available on school websites. (See appendix D for a list of websites.) Individual responses will not be published on the websites, but will be presented to each governing body and will be available for inspection by the public on request. Each governing body will then hold a meeting to review the report and all the comments before reaching an informed decision.

8.4 The governing bodies may decide to:

- Issue Statutory Notices about a change to Foundation Category and the adoption of a Trust
- Modify the proposal in the light of suggestions made during consultation and, if the changes are significant, re-consult on the changes
- Decide to remain as a community school without changes.

8.5 If each governing body decides to proceed and issues Statutory Notices, there will be another chance to comment on any proposals which might be made before a final decision is taken by the school Governing Body.

8.6 The proposed implementation date is 15th April 2013.

8.7 Copies of all the consultation documents can be obtained from all school websites (see Appendix D) or from the named schools.

8.8 If you have any queries about anything you have read here and would like further clarification, please refer to Appendix D for details of contact information.

9. Appendices

Appendix A: List of Consultees

As part of the consultation process, the schools within the Trust are consulting with the following:

- Pupils currently at the school
- Their parents/carers
- Staff currently employed at the school, both teaching and support staff
- All schools currently sending children to the school
- The Local Authority
- Bradford Council
- The local Teacher Associations and Trade Unions representing our support staff
- Other neighbouring schools which may be affected by the proposals
- Local churches and mosques
- Local nurseries, secondary schools, child care providers, sports and leisure providers, plus other appropriate local community groups.
- The Primary Care Trust (PCT) and local GP surgeries

Appendix B: Reconstituted Governing Body Structure

C.1 The current situation of appointing Parent, Co-opted, Local Authority and Staff Governors will be maintained. However the Governing Body will now have a minority of governors appointed by the Trust.

C.2 As the date that this trust would legally be formed from is after 1 September 2012, the new regulations – the School Governance (Constitution) (England) Regulations 2012 will need to be adhered to. These regulations state that the governing body of every maintained school must be constituted in accordance with this regulation.

The total membership of the governing body of a maintained school must be no fewer than seven governors.

The governing body of a maintained school must include the following:

- a) at least two parent governors
- b) the Head teacher unless they resign the office of governor
- c) one staff governor; and
- d) one local authority governor

The governing body may in addition appoint such number of co-opted governors as they consider necessary provided that the requirements in regulation 14 are met in respect of governing bodies of foundation and voluntary schools. This states that: 'The governing body of a foundation school which is not a qualifying foundation school must also include at least 2 (but no more than 45% of the total) foundation governors.'

The total number of co-opted governors who are also eligible to be elected as staff governors under Schedule 2, when counted with the staff governor and the Head teacher, must not exceed one third of the total membership of the governing body.

C.3 The Governing Body will undergo some minimal changes in order to comply with the appropriate legislation. The proposed structures are outlined below alongside the existing structures to allow a comparison.

Appendix C: Co-operative Values and Principles

The Values and Principles embraced by today's worldwide Co-operative Movement have evolved from the ideas of the early co-operators of the 18th and 19 centuries. They are embodied in the statement of Co-operative Identity published by the International Co-operative Alliance

(<http://www.ica.coop/al-ica>)

Self-responsibility

Individuals within co-operatives act responsibly and play a full part in the organisation.

Equality

Each member will have equal rights and benefits (according to their contribution).

Solidarity

Members will support each other and other co-operatives.

Ethical Values

In the tradition of their founders, co-operative members believe in the ethical values of: Honesty, openness, social responsibility and caring for others.

Self-help

In co-operatives, people help each other whilst helping themselves by working together for mutual benefit.

Equity

Members will be treated justly and fairly.

<p>1st Principle: Voluntary and Open Membership</p>	<p>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.</p>
<p>2nd Principle: Democratic Member Control</p>	<p>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.</p>
<p>3rd Principle: Member Economic Participation</p>	<p>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.</p>
<p>4th Principle: Autonomy and Independence</p>	<p>Co-operatives are autonomous, self-help organisation 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.</p>
<p>5th Principle: Education, Training and Information</p>	<p>Co-operatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively and strengthen the Co-operative Movement by working together through local, national, region and international structures.</p>

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 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 D: Contact details.

E-mail and Website contact details:

Atlas Community Primary School: www.atlasprimary.co.uk

Frizinghall Primary School: www.frizinghall.bradford.sch.uk

Green Lane Primary School: www.greenlane.bradford.sch.uk

Lilycroft Primary School: www.lilycroftprimaryschool.co.uk

Lister Primary School: www.lister.bradford.sch.uk

Margaret McMillan Primary School: www.mmps-bradford.frogprimary.com

Miriam Lord Community Primary School: www.miriamlord.co.uk

Westbourne Primary School: www.westbourne.primaryblogger.co.uk

In association with their partner school:

Heaton St Barnabas CE Primary School: heaton.schooljotter.com