



The Every Trust
(A mutual school's co-operative education trust)
Proposal Consultation Information Pack

The Reason for the Consultation

The Governing Body of Town Farm Primary School are proposing to change their legal school category from community to foundation and, at the same time, acquire charitable status as a shared co-operative Trust; to be known as

The Every Trust

This publication provides information about our Proposal including how we are planning to develop and improve our school/s - and why we think that setting up a co-operative education Trust will help us to achieve this.

Copies of this information are available at our school as well as electronically from our website.

What we would like you to do

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 information and asking for further information if you need any.
- b) Attending one of the consultation meetings details are shown below.

You can respond to the consultation

By completing the Proposal Consultation response forms, which are available from the school

By sending comments or requests for further information by email: info@town-farm.surrey.sch.uk

By sending comments or requests for further information in writing to:

Consultation c/o The Governing Body

Town Farm Primary School
St Mary's Crescent
Staines
Middlesex
TW19 7HU

Tel 01784 254380
Fax 01784 421915
Email tfps@csnetwork.coop

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Section 1 Summary

- 1 The Governing Body and the leadership team of INSERT Name of School HERE have been considering how best to plan for the long-term future of the school, in the light of changes happening in the public education service.
- 2 We want to ensure that we continue improving the service we offer to our children and young people and we want to become part of a regional and national network of schools and partners that can help us to deliver that ambition.
- 3 To take this plan forward, we are proposing to change the school category from community to foundation and at the same time to acquire (establish) together a co-operative education trust, to be called The INSERT Name of Trust HERE
- 4 The proposed date of implementation (i.e. the date on which any legal change of category would take place and the Trust would be created on) is **1st February 2018**
- 5 The process of change will not result in noticeable day to day differences for our school, but we believe that setting up this partnership will allow us to join a group of likeminded education providers and learn from the shared expertise and experience they offer.
- 6 Further information is provided below – we would be pleased to hear what your thoughts are and invite you to become a member of the Trust so that you can contribute to its work if we do go ahead.
- 7 You are invited to comment on these proposals at any time until the end of the consultation period, which runs from **3rd November 2017 – 1st December 2017**

Section 2 The Vision and Values of our proposed Education Trust

The Governors and leadership team of Town Farm are considering a change of school status, from Community to Foundation Trust with Co-Operative values and ethos.

The school is already an active member of the local community. This is something that we wish to develop further for the benefit of all. In addition to school to school collaboration, we would welcome partnerships with other individuals, groups and organisations that share a vision of world-class education.

A cooperative organisation, with mechanisms that allow a diverse range of views to be heard and actioned democratically, would allow members to retain their individual characteristics and autonomy whilst opening up the benefits of scale, information and resource sharing.

We are a school that wants: -

- an open and transparent culture and conversation; sharing information and innovative ideas to raise standards and life chances for our children and others.
- to ensure there is honesty embedded in all parts of the school.

- to work with our local partners, charities and neighbouring educational partners to find solutions to knotty issues.
- to ensure that our partners are never on the back foot in changing landscapes.
- to ensure there is a sustainable supply of teachers being developed.
- to continue to maintain the culture of self-help and continuous professional development.
- to be responsible for our actions and ensure that we are all collectively challenging our actions.
- to be a school where our members have a say in everything that we do. A diverse school, with diverse thinking compatible with social mobility.
- to be ambassadors of shared learning and support to other members. Most importantly, we want to treat others in the same way in which we'd like to be treated.

We are a school that believes every individual should be heard. We recognise the hard work that is put in to ensure our children get the best education possible. We will continue to work in a way that is fair, unbiased and child-centred.

Finding new, efficient ways of working; sharing support functions and creating new exciting methods of teaching our children are things that the school routinely thinks about. Our Governing Body is at the heart of the strategic output of the school and shares a strong interest in achieving positive outcomes in all areas of governance.

Therefore, we are interested in working with, and learning from, all stakeholders to help children truly maximise their potential. We feel the foundation co-operative trust model will allow us to operate collaboratively with a network of partners to achieve strong outcomes.

As a Co-operative Education Trust, we will adopt and support the values and principles of the co-operative movement in our work: all Co-operatives are based on the values of **self-help, self-responsibility, democracy, equality, equity and solidarity**. Co-operative members also believe in **honesty, openness, social responsibility and caring for others**.

Section 3 The main aims and ambitions we have for our school

Governors and school leaders have agreed the following goals for the next five years:

We want to:

1. Develop outstanding teaching for all our learners.

We will use the proposed education partnership trust to support work designed to:

- Deliver high quality and outstanding teaching.
- Harness local resources efficiently in the interests of learning.
- Create the right conditions for enjoyable effective learning.
- Develop the expertise of our staff to ensure all learners can achieve.
- Ensure that all learners make significant progress during their time at the school

2. Increase the level of aspiration and opportunities for our community.

We will use the proposed education partnership trust to support work designed to:

- Encourage our whole learning community to have high expectations of our learners
- Encourage our children and young people to have high expectations of themselves
- Encourage our children and young people to become life-long learners.
- Foster creativity and innovation through an exciting and challenging curriculum.
- Create a sense of local pride and excitement in the possibilities of the wider world.
- Support members of the local community in their efforts to learn and succeed.

3. Realize the potential of all our young people in our community.

We will use the proposed education partnership trust to support work designed to:

- Create opportunities for our learners to experience different educational experiences.
- Develop the resilience and confidence of our learners.
- Increase the number of learners engaging in local volunteering.
- Create more opportunities for learners to develop their emotional well-being.
- Enhance our provision of social and moral support for the young people in our schools.

4. Ensure excellent longer-term employment prospects for our learners.

We will use the proposed education partnership trust to support work designed to:

- Develop support for all learners in discovering their talents and abilities.
- Ensure all learners develop skills of entrepreneurship and enterprise.
- Equip all learners with effective basic skills to succeed in the workplace.
- Give every learner a good understanding of the world of work.

5. Enhance our strengths in the provision of a broad and balanced curriculum.

We will use the proposed education partnership trust to support work designed to:

- Further develop an outstanding curriculum.
- Involve partners and employers in extending and enriching the curriculum.
- Ensure that our teaching in **reading, writing and maths** is outstanding.
- Develop outstanding outcomes for our learners across the curriculum.

6. Improve transition for our learners across each key stage.

We will use the proposed education partnership trust to support work designed to:

- Ensure all schools work together to raise standards in each transition year.

- Communicate the expectations and demands of each key stage effectively to parents.
- Ensure our learners experience continuity of learning when changing stages or classes.
- Ensure outstanding outcomes for learners moving into a new education setting.

7. Develop our education partnership to include our parents and the wider community.

We will use the proposed education partnership trust to support work designed to:

- Develop and share resources to improve outcomes for our learners.
- Enable parents and carers to make a positive contribution to learning.
- Engage local community organisations and extend what schools can offer.
- Engage other partners who can support our work to the benefit of our learners.

8. Develop partnerships with continuing and higher education and employers.

We will use the proposed education partnership trust to support work designed to:

- Increase our expertise in teaching and learning.
- Increase the access of our learners to university and lifelong learning.
- Increase the involvement of local employers in our curriculum.
- Develop a wider range of work based learning experiences for our learners.
- Foster greater levels of work based skills and competencies.

Section 4 List of Consultees

We want to consult widely about this Proposal to ensure all interested parties have their say.

We are actively seeking the views of the following groups of people:

- Learners at the school; Parents and carers;
- Teachers and support staff;
- Neighbouring schools which might be affected by or interested in the proposals;
- Staff and users of local Children's Centres;
- Teacher associations and trades unions representing school staff;
- The Local Authority; The District and Borough Council;
- Local MPs and elected local councillors;
- Local community and voluntary groups; Local faith and religious groups
- Local and neighbouring Further Education and Higher Education providers;
- Health care providers and commissioning groups.

If you know of any other stakeholders who should be contacted, please inform the school.

The dates for consultation meetings have been arranged as follows:

13th November 2017

14.30 School Council

15.30 Staff

16.30 Trade Union representatives

17.00 Public

18.00 Parents and carers

All meeting will be held in the school hall at:

Town Farm Primary School
St Mary's Crescent
Staines
Middlesex

TW19 7HU

Section 5 Further information

What is the purpose of a Co-operative Education Trust and what is involved in developing a Trust?

1. The purpose of a Co-operative Education Trust is to support the best possible school performance and learning outcomes, by developing a strong, values-driven partnership of one or more schools.
2. Under the **2006 Education and Inspections Act**, schools have the power to change their legal status to become Trust (or 'Foundation') schools, subject to consultation. Elements of the 2006 Act are expected to be updated by the **Education and Adoption Act 2015**.
3. The Trust (or Foundation) provides a supporting, strategic partnership alongside the continuing governance and professional leadership of the school or schools – as happens with faith schools, e.g. VA and VC schools with a Church of England Foundation.
4. Trust Schools continue to teach the National Curriculum and are inspected by Ofsted at appropriate times.
5. A Trust school becomes its own admissions authority, employs its own staff and takes over ownership of its land and buildings.

Decision making responsibilities for any change of status

6. The process for a change of school status is set out in the **SOPAM Regulations (2013)**(Statutory Order for Prescribed Alteration to Maintained schools)
7. **The Decision Maker is the Governing Body** – there is no requirement for the Local Authority or the DfE to endorse or approve a proposal to create a Co-operative Trust.
8. When considering this process, the Governing body is required to notify the Local Authority that they will be meeting to discuss a possible change of category, e.g. from community maintained school to foundation category (maintained sector).

The Decision Making and Consultation process

9. Decision making begins with a formal vote by governors to consult (or consider in public discussion) a proposal for a change of status. The publication of a proposal in draft form is a required part of the consultation process.
10. The consultation process – at least four weeks, but usually around half a term - allows all interested parties to express a view.
11. Governors have the responsibility to consider all views, including external advice where this is commissioned and to make a final decision to go ahead (implement); or to defer; or to not proceed.

People Management and Employment: what happens to staff?

12. The Governing Body of a Foundation school becomes responsible for pupil admissions and will work with the Local Authority to provide pupil places under the requirements of the National Schools Admissions Code.
13. The Governing Body of a Foundation School is the employer for staff with effect from the date of the legal change to the school's status.
14. This is not such a major development as it may seem: all schools have undertaken the key tasks of the employer since 1989. Maintaining existing HR and Payroll support services will provide Head teachers and Governors with support and guidance, as at present.
15. All employees employed by the school immediately before the transfer irrespective of their length of service have entitlement to continuous employment.
16. This is **not a transfer to a 'new employer'** within the regulations determined in the Transfer of Undertaking (Protection of Employment) (TUPE) Regulations 2006. No formal TUPE process is required **as the employer is not changing** under the legislation, this is a re-organisation within the maintained sector schools public service: a 'TUPE-like' consultation is organised to ensure full consultation.

17. All employees will transfer with entitlement to retain existing terms and conditions of employment and there is no break to the employees continuity of service.
18. Teaching staff will automatically continue to have access to the National Pension Scheme. For support staff a formal confirmation by local authority resolution is required; Governors will ensure that this is secured during the process.

Management of Land and assets

19. As soon as the Trust is established land and buildings transfer to it automatically. There is no right of veto from the Local Authority or any other body. The land and buildings are held on trust (for nil payment) for the duration of the trust for the educational purposes/benefit of the school in accordance with the Trust's legal constitution as set out in the Articles registered at Companies House.
20. The legal conveyancing work can take some time, however. For example, more complex arrangements will apply where there is dual usage; on site accommodation; a PFI (Private Finance Initiative) or other agreement already in force. In all cases, the final agreement involves a process of negotiation and agreement between the legal team acting for the Trust and the Local Authority.
21. Trust school governing bodies have very similar responsibilities for buildings maintenance and generally manage major aspects of this through a service level agreement, often with the Local Authority.
22. The management of Health and Safety for premises will require access to and sensible usage of a professional service, as is normally the current arrangement.

Maintenance funding and major incident responsibility

23. Trust schools remain local authority maintained and are funded in the same way as all other maintained schools. Therefore, funding for buildings remains the same.
24. The Local Authority has a responsibility to maintain schools to provide education within the community; as with all maintained schools, the local authority has an obligation to fund major costs towards keeping this provision, e.g. roof damage, health and safety issues due to asbestos or unsafe heating systems.
25. If the school is currently buying into a service level agreement with the local authority or pays the local authority to maintain buildings, this arrangement should be able to continue so that the responsibility on the governors for the land and buildings remain the same.
26. Should the Local Authority or the DfE wish to use a part of the site or building for other things then agreements can only be made in discussion with the Trust. The Trust cannot make decisions against the will of an individual Governing Body to part with or use their school's land, but the Trust can act to support the school and prevent any unwanted usage e.g. a free school being built or occupying part of the school site

The Trust and Trust Partners

27. A Co-operative trust is a variation of trust that is co-operative in its nature and supports the core cooperative values of *self-help, equality, equity, democracy, solidarity and self-responsibility*.
28. The Co-operative Trust model usually includes at least one partner who holds the same values and a membership arrangement through which parents, pupils, staff and other stakeholders can be involved and have a say in how the trust is run.
29. Partners in the Trust can include the Local Authority, Further or Higher Education; local businesses or other community organizations; the common factor is a commitment to contribute to a successful learning community.
30. The Proposed Education Trust will be built around the schools as the key partners. Other schools can consider becoming a full or a partner member of the Trust at a later stage if they wish to. If they do join the Trust, they will be full contributors to and beneficiaries of the work of the Trust
31. Other partners are being invited to join Trust to add to the strength of the Trust and the range of experience and opportunities we can bring to our work.
32. The full list of initial partners is shown here:
 - a. **The Co-operative Schools Network**
 - b. The Co-operative Schools Network is the delivery arm for the national family of co-operative schools and provides a range of support services and considerable educational expertise to a schools in our region and across the country. The involvement of CSNET will support us in developing a co-operative, values-driven ethos across the whole curriculum and bring national and international links with other co-operative educational institutions and organisations.
33. Over time, the Trust will explore links with other partners from the public, voluntary and commercial sectors that can help to further its aims. Charitable status and existing partnerships will help significantly in identifying suitable partners.

How the Proposed Education Trust can help in practical terms

34. At a time when Local Authority services are diminishing and schools increasingly find themselves working alone, the Trust provides a means of joining together with other schools to serve a common purpose and achieve more together.
35. There are opportunities to make better use of our resources, using the significant collective bargaining power of the Co-operative Schools Network in negotiations with suppliers of goods and services. This will enable us to secure best value and prioritise funding for teaching and learning. The Trust will allow our schools to pool expertise and resources with others to enable them to maximise the benefits for staff and learners.

How will the Trust operate and who will regulate the way it works?

36. The Education Trust will offer membership to parents, learners, employees and local community groups and individuals and provide benefits for each of these groups, but also enlist their support in achieving the aims of the Trust.
37. The Education Trust will become a charitable, not for profit, organisation meeting the legal and other requirements of the Department for Education (DfE).
38. It will carry out its duties in relation to schools as set out by the DfE, specifically by appointing a minority (probably two) governors to the Governing Body of any supported school and by holding the land and assets in trust for the school community.
39. 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
40. Trustees will not be able to earn an income from the Trust, but the Trust may become an employer as it develops its work. Any income generated by the Trust must only be used to support its charitable aims.
41. Trustees will meet a minimum of 3 times a year (co-ordinated with existing school governance arrangements as required).

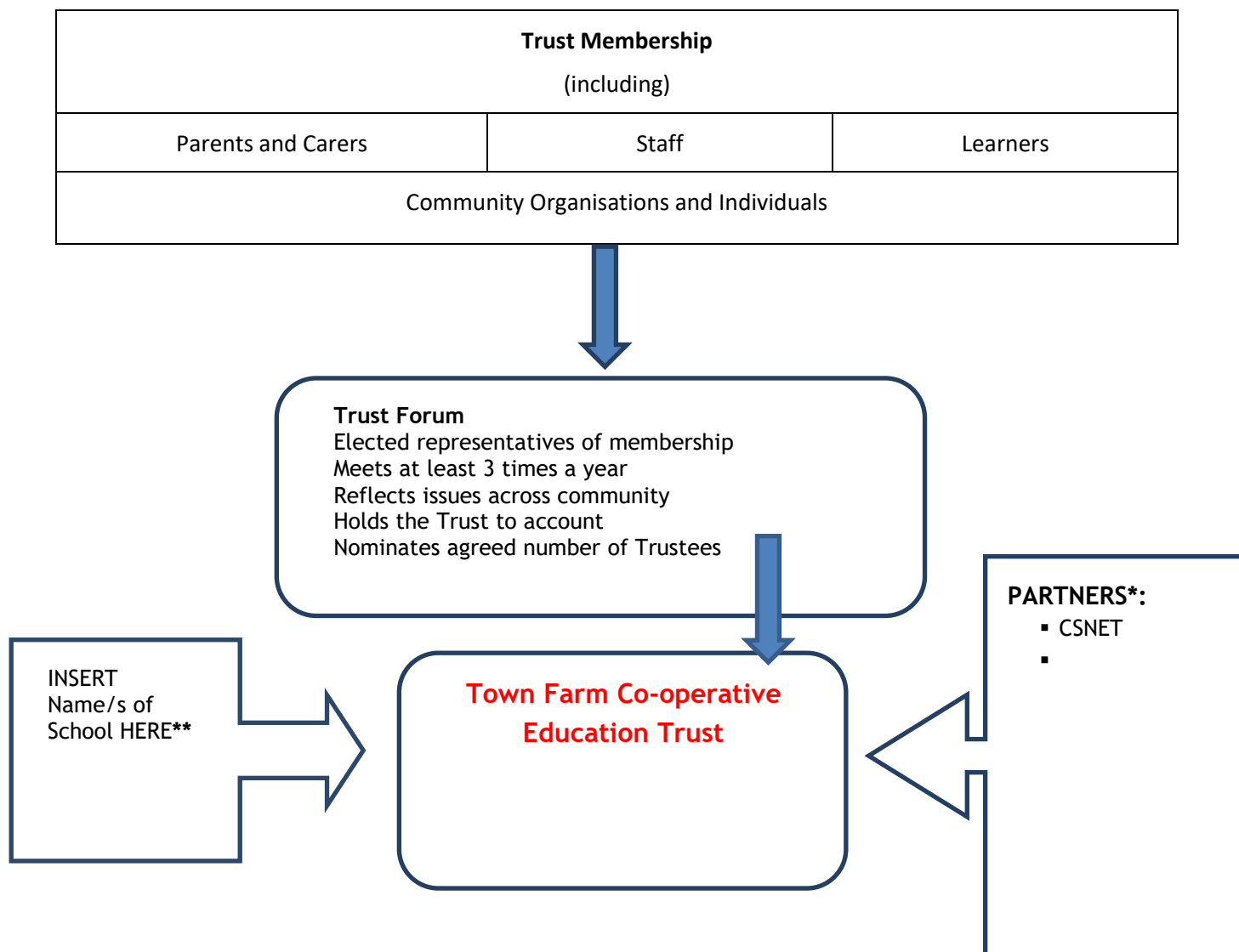
Governing Body changes

42. In September 1st 2012 the Government changed the arrangements for appointing Parent, Community, Local Authority and Staff Governors.
43. These proposals are designed so that changes should be as minimal as possible when compared with the current composition of the governing body, which will have a minority of governors (probably the legal minimum of two), appointed by the Trust. This helps to ensure that there is a strong link between the Trust and the school Governing Body.
44. 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;
 - As many co-opted governors as the governing body considers 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's position in this figure.
 - 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;
 - (There will, however, be arrangements in the legal constitution that may allow the Trust to increase the number of foundation governors to a majority if the school needs additional support at any time, because it has developed weaknesses for any particular reason).

The structure of the Trust and the involvement of Trust members in the work of the Trust

45. We plan to develop a Trust structure which will be properly representative of all members and stakeholders, will represent external partners appropriately and will enable all of our schools to be represented equitably.
46. We would establish a Trust Forum, within 18 months, representing parents, staff, learners and the local community elected from the various membership types. The Trust Forum will help to hold the Trust to account, to shape policies and appoint additional trustees.

47. In putting this together we intent to build on existing governance arrangements whilst creating a structure which is realistic. We have no wish to create an unwieldy and bureaucratic structure that is not fit for purpose.
48. The diagram below represents the relationships in the proposed Trust between the membership, the Trust schools and their Governing Bodies and the Trust's initial additional partners.

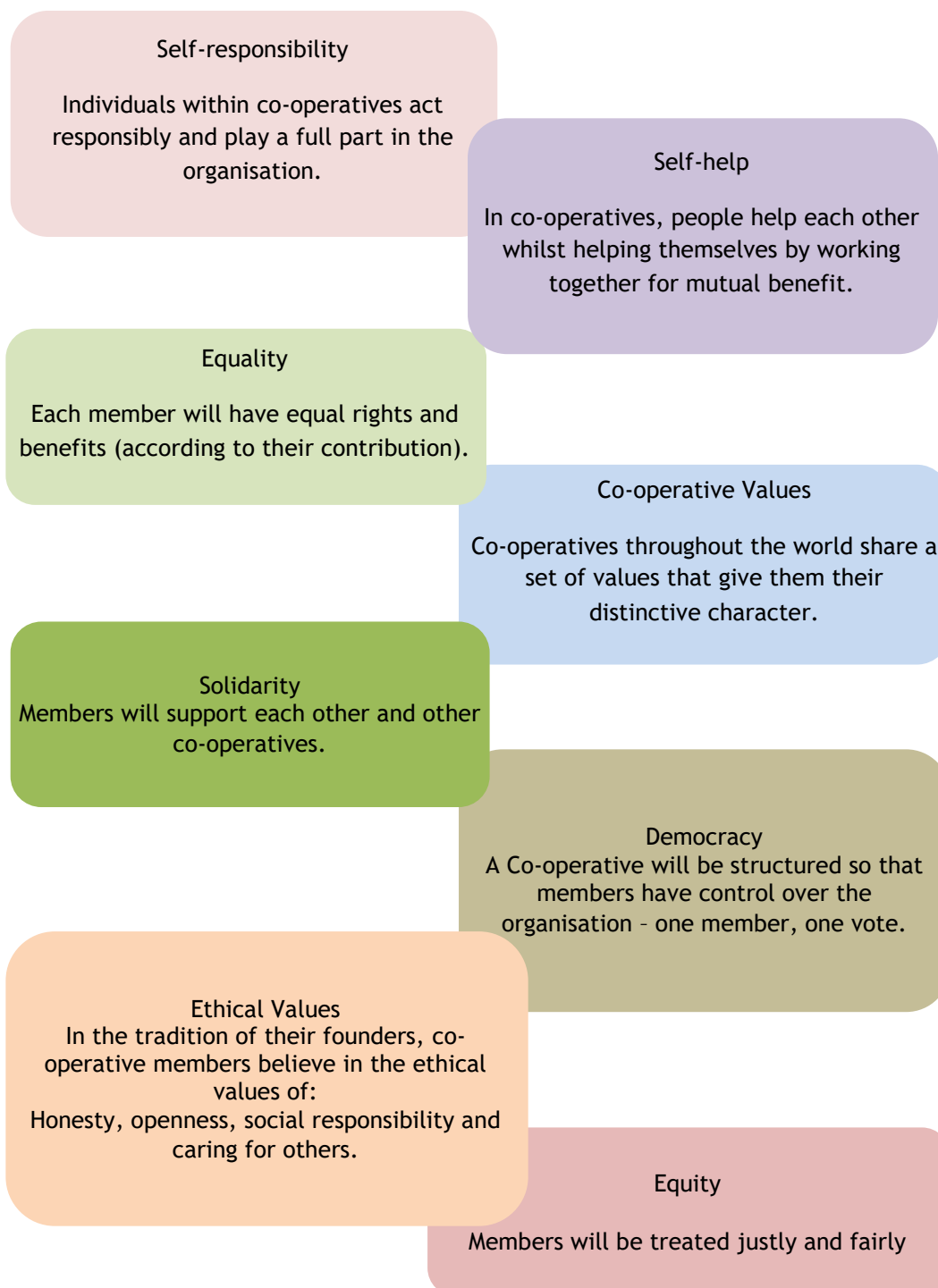


***Each partner will appoint one trustee to the Board**

****The school will appoint two trustees to the Board (being the Head teacher and Chair of Governors).**

Section 6 Further information about 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) (<http://www.ica.coop/al-ica>)



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

1 st 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.
2 nd 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.
3 rd 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.
4 th 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.
5 th Principle: Education, Training and Information	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, regional and international structures.
6 th 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.
7 th Principle: Concern for Community	Co-operatives work for the sustainable development of their communities through policies approved by their members.

Statutory Notice

Notice is given in accordance with section 19(3) of the Education and Inspections Act 2006 that:

The governing body of Town Farm School intends to make a prescribed alteration to Town Farm School, which is a Community School located:

The proposed alteration is to: The Every Trust

- 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.
- The proposed name of the foundation will be *The Every rust* and the proposed implementation date is 1st February 2018.

The “The Every Trust” does not already act as a foundation for any school.

The partners in the proposed trust are:

- Co-operative Schools Network

In addition, learners at each of the schools, 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 2 of the Trust’s trustees. As the Trust develops the Trust will welcome other schools and partners joining the Trust.

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

The Trust will support the school in seeking to:

- Develop outstanding teaching for all our students.
- Increase the level of aspiration and opportunities for our community.
- Realise the potential of every young person in our community.
- Ensure excellent employment prospects for our students.
- Enhance the provision of Science, Mathematics and Technology.
- Improve the transition for our students at each key stage.
- Develop our partnership with our parents and the wider community.
- Develop deeper partnerships with our local university and employers.

This notice is an extract from the complete proposal. Copies of the full proposals can be obtained from the schools by writing to or e-mailing the Governing Bodies at the addresses above.

Within four weeks from the date of publication of this proposal any person may object to or make comments on the proposals by sending them by email or in writing to the Governing Body of the appropriate school (address above).

INSERT NAME, Nick Williams, Town Farm Primary School

Date: 20th October 2017