

Godalming Learning Partnership



Godalming Junior School



Godalming Learning Partnership

(A mutual schools co-operative education trust)

Proposal Consultation Information Pack

The Reason for the Consultation

The Governing Bodies of **Busbridge Infant School, Godalming Junior School, Milford School and Moss Lane 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

Godalming Learning Partnership

This publication provides information about our Proposal including:-

- how we are planning to develop and improve our schools
- 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 to the school emails below**
- **By sending comments or requests for further information in writing to: Consultation c/o The Governing Body of the appropriate school below:-**

Busbridge Infant School, Hambledon Rd, Godalming GU7 1PJ 01483 417898

Website: www.busbridge-infant.surrey.sch.uk Email: consultation@csnetwork.coop

Godalming Junior School, Hallam Rd, Surrey GU7 3HW 01483 421597

Website: www.godalming-junior.surrey.sch.uk Email: consultation@csnetwork.coop

Milford School, Church Rd, Godalming GU8 5JA 01483 422087

Website: www.milford.surrey.sch.uk Email: consultation@csnetwork.coop

Godalming Learning Partnership

Moss Lane School, Moss Lane, Godalming GU7 1EF

01483 417214

Website: www.moss-lane.surrey.sch.uk

Email: consultation@csnetwork.coop

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Section 1: Summary

1. The Governing Bodies and the leadership teams of **Busbridge Infant School, Godalming Junior School, Milford School and Moss Lane School** 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 schools' category from community to foundation and at the same time to establish together a co-operative education trust, to be called **Godalming Learning Partnership**
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) **1st December 2018**
5. The process of change will not result in noticeable day to day differences for our schools, but we believe that setting up this partnership will allow us to join a group of like minded education providers and learn from the shared expertise and experience they offer.

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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 **21st September to 19th October 2018**.

Section 2: The Vision and Values of our proposed Education Trust

The Background

8. The national educational landscape has changed and all schools are considering the impact on their long-term futures. The reduction in support from the Local Authority (LA) means that schools are required to work more closely together. Many Godalming Infant, Junior, Primary, Secondary schools and maintained Nurseries are currently part of the collaborative group of schools called the Godalming Confederation.
9. Since 2013, Godalming Confederation schools have considered a number of options to formalise their partnership including multi academy trusts, but on evaluation by Senior Leaders and Governors the Cooperative Foundation Trust was considered the most suitable for the group. This model allows each school to maintain its individual ethos and independence. The informal partnership of the confederation would be replaced by a long term commitment enabling opportunities for working together to be broadened and strengthened.
10. Only the four schools, those named in this consultation document, are in a legal position to move to Foundation status. The others are already either part of a Church trust or a Multi Academy Trust (MAT). Initially the Godalming Confederation will be a named partner but all schools in the Confederation who wish to enter into this long term partnership will be able to show their individual commitment by being named partners in the newly founded trust. All partner schools will retain an equal status with the founding schools in terms of decision-making and setting strategy.
11. There will be no changes in the day-to-day running of the schools which remain the responsibility of individual Headteachers and Governing Bodies. Admissions will still be governed by the National Schools Admissions Code.

What is the shared vision for the proposed Trust?

The Godalming Learning Partnership will work collectively to ensure that all children in our area receive the highest quality education, whilst valuing each school's autonomy and uniqueness.

12. We will use the collective capacity of our schools to:
 - maximise the progress and achievement of every young person in our community,
 - improve transition for all our learners across each key stage,

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- use collective resources to broaden and enrich the learning opportunities for our community,
- develop long-term sustainable partnerships between schools, other education providers and external partner organisations.

What are the shared values of the proposed Trust?

13. As a co-operative education trust, we adopt and support the values and principles of the co-operative movement in our work:

- | | |
|--------------------------------|------------------------------------|
| • self-help | • honesty |
| • self-responsibility | • openness |
| • democracy | • social responsibility and |
| • equality | • caring for others. |
| • equity and solidarity | |

Section 3: Aims and Ambitions

The main aims and ambitions we have for our education Trust.

14. Governors and school leaders will agree 5-year goals to ensure we achieve our collective aims, which are:

To maximise the progress and achievement of every young person in our community

15. We will:

- deliver high quality and outstanding teaching.
- develop the quality of our staff through Continual Professional Development (CPD), sharing expertise and sharing good practice to ensure all learners can achieve.
- share school self and external evaluation openly to identify priority areas for improvement in curriculum, attainment and progress.
- formulate a shared Trust improvement plan for those areas identified for development including curriculum, attainment and progress.
- encourage our whole learning community to have high expectations of all our learners.
- encourage all our children and young people to have high expectations of themselves.
- encourage all our children and young people to become life-long learners.
- develop the resilience and confidence of all our learners.
- provide opportunities for all our learners to develop and celebrate the broad range of their gifts and talents.
- increase the level of aspiration and opportunities for our community.

To improve transition for all our learners across each key stage.

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16. We will:

- 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 all our learners experience continuity of learning when changing stages, classes or schools.
- ensure outstanding outcomes for all learners moving into a new education setting.
- ensure learners' emotional well-being is fostered effectively at transition to support attainment and progress in learning.

To use collective resources to broaden and enrich the learning opportunities for our community

17. We will:

- develop the quality of leadership and management through CPD, sharing expertise and sharing good practice including governance.
- create a sense of identity and pride in belonging to the Godalming Learning Trust.
- share Trust schools' resources to provide all learners with a wider education experience.
- support members of the local community in their efforts to learn and succeed.
- involve partners and employers in extending and enriching the curriculum.
- harness local resources efficiently in the interests of learning.

To develop long-term sustainable partnerships between schools, other education providers and external partner organisations

18. We will:

- retain and recruit high quality staff for the Trust.
- 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 all our learners.
- increase the access of all our learners to further, lifelong learning.
- increase the involvement of local employers in our curriculum.

Section 4: List of Consultees

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

20. 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.

21. The dates for consultation meetings have been arranged as follows:

Tuesday 2nd October 2018

9.15 a.m	Parents and Public	Busbridge Infant School
10.45 a.m	Pupil Group	Busbridge Infant School
12.00 noon	Union	Godalming Junior School
1.15 p.m	Pupil Group	Godalming Junior School
4.00 p.m	Staff	Godalming Junior School
6.00 p.m	Parents and Public	Godalming Junior School
7.00 p.m	Open Meeting	Godalming Junior School
Parents/Staff/ Local Community from Godalming Confederation Schools		

Wednesday 3rd October 2018

9.15 a.m.	Parents and Public	Moss Lane School
10.30 a.m.	Pupil Group	Moss Lane School
1.30 p.m.	Pupil Group	Milford School

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4.30 p.m.	Staff	Milford School
6.00 p.m.	Parents and Public	Milford School

Section 5: Further information

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

22. 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.
23. 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 were updated by the **Education and Adoption Act 2016**.
24. 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.
25. Trust Schools continue to teach the National Curriculum and are inspected by Ofsted at appropriate times.
26. 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

27. The process for a change of school status is set out in the **SOPAM Regulations (2013)**(Statutory Order for Prescribed Alteration to Maintained schools)
28. **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.
29. 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

30. 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.
31. The consultation process – at least four weeks, but usually around half a term - allows all interested parties to express a view.
32. 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?

33. 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.

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34. 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.
35. 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.
36. All employees employed by the school immediately before the transfer irrespective of their length of service have entitlement to continuous employment.
37. 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.
38. 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.
39. 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

40. 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.
41. 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.
42. 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.
43. 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

44. 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.
45. 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.
46. 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.

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47. 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

48. 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*.
49. 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.
50. 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.
51. 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
52. 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.
53. The full list of initial partners is shown here:

- **The Co-operative Schools Network**

- 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 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.

- **The Godalming Confederation**

- The Godalming Confederation is made up of Infant, Junior, Primary and Secondary schools in the Godalming area of Surrey including the four schools named in this document. The aim of the confederation is to work together to ensure all children in the Godalming area who are part of the confederation receive the highest quality education whilst valuing each school's autonomy and uniqueness. It is expected that all schools in the Godalming Confederation who formally become partners will have two trustees and an equal say in the work of the Godalming Learning Partnership.
54. 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

55. 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.

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56. 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?
57. 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.
58. The Education Trust will become a charitable, not for profit, organisation meeting the legal and other requirements of the Department for Education (DfE).
59. 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.
60. 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
61. 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.
62. Trustees will meet a minimum of 3 times a year (co-ordinated with existing school governance arrangements as required).

Governing Body changes

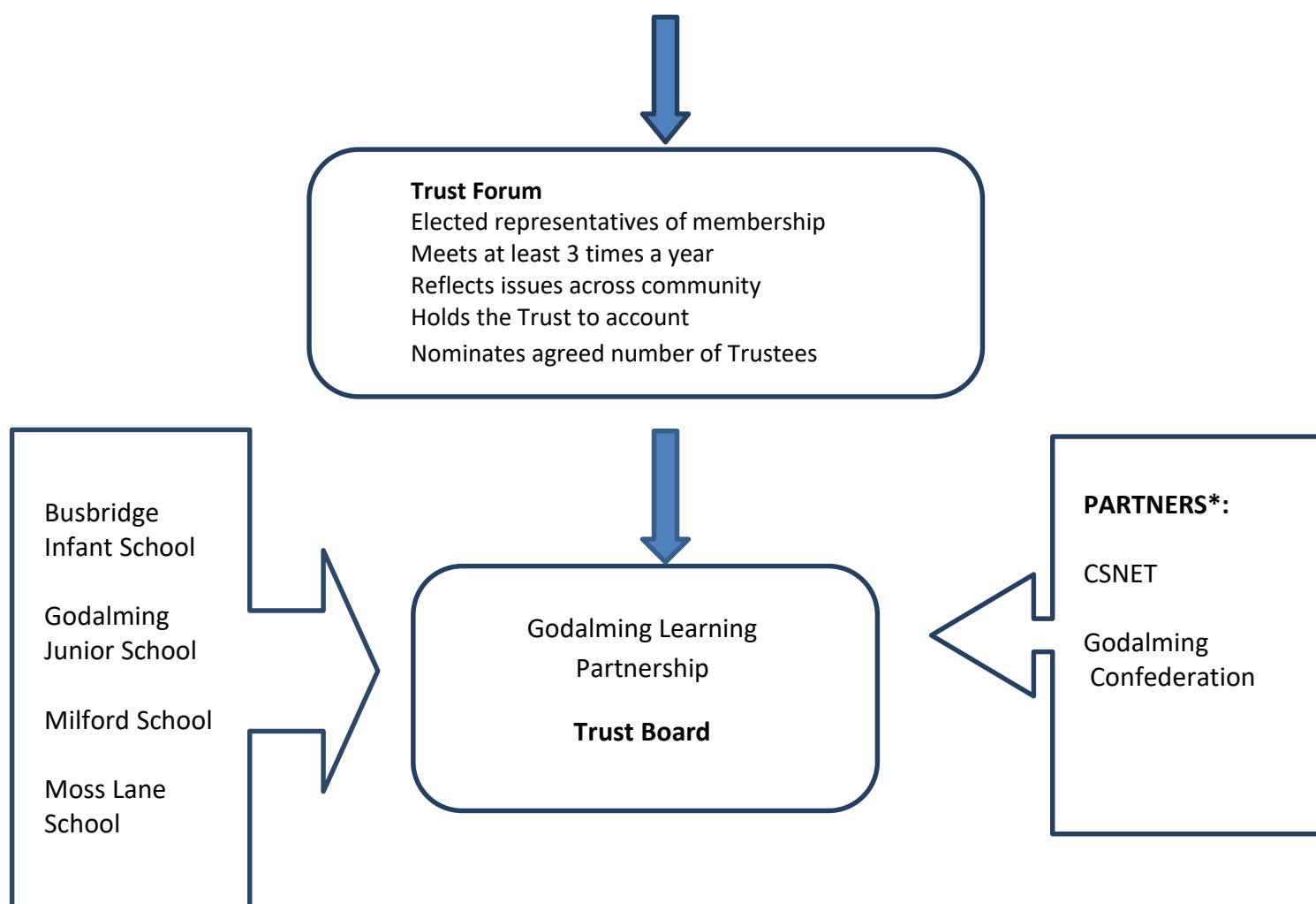
63. In September 1st 2012 the Government changed the arrangements for appointing Parent, Community, Local Authority and Staff Governors.
64. These proposals are designed so that changes should be as minimal as possible when compared with the current composition of the governing body, which will have 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.
65. 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;

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

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66. 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.
67. 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.
68. In putting this together we intend 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.
69. 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.

Trust Membership (including)		
Parents and Carers	Staff	Learners
Community Organisations and Individuals		

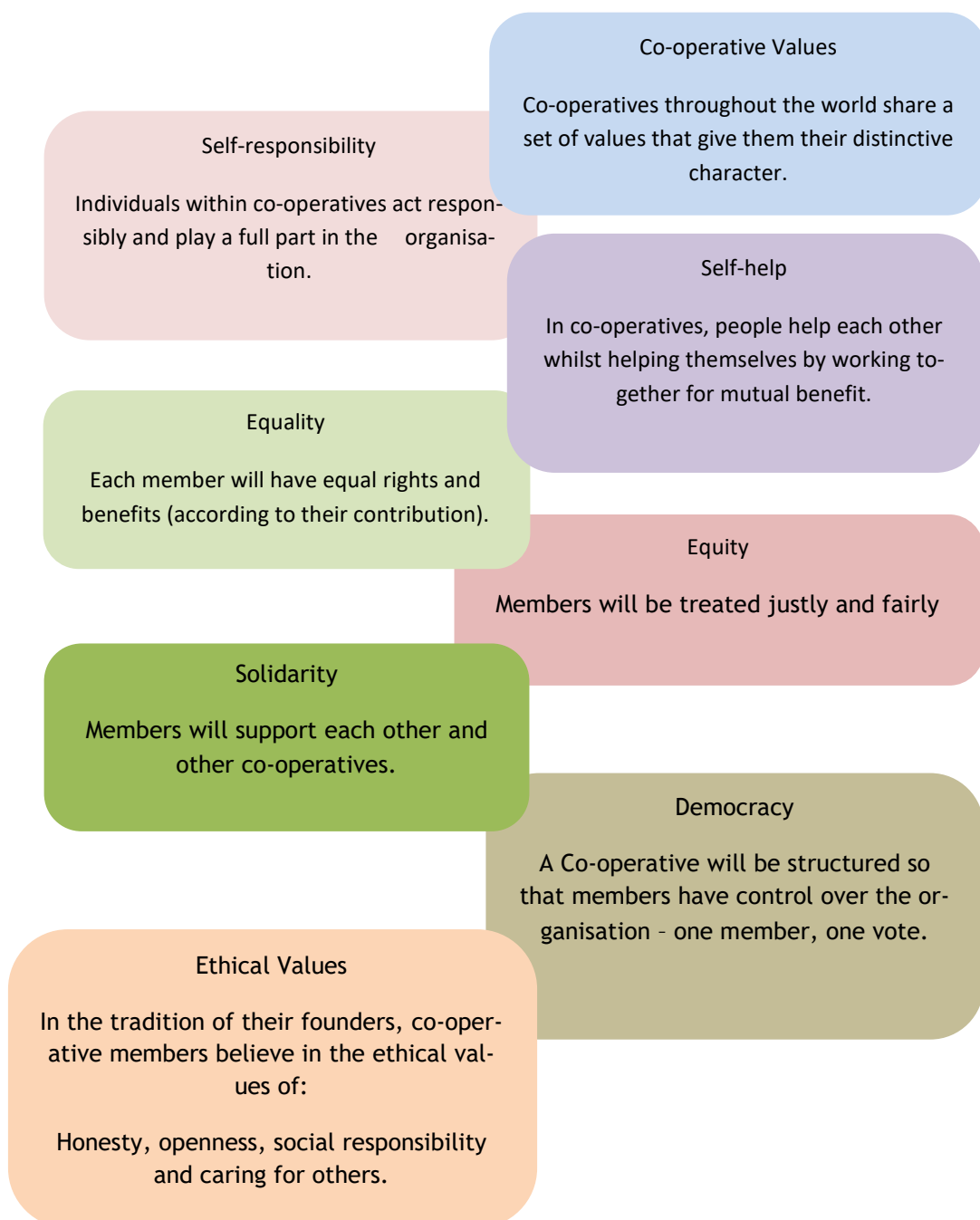


*Each partner will appoint one trustee to the Board

**The school will appoint two trustees to the Board including confederation schools formally committing to the trust - (in each case being the Head teacher and Chair of Governors).

Section 6: Further information about Co-operative Values and Principles

70. 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>)



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

1 st Principle: Voluntary 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:	Co-operatives work for the sustainable development of their communities through policies approved by their members.

72.

Statutory Notice

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

the governing bodies of **Busbridge Infant School, Godalming Junior School, Milford School and Moss Lane School** intend to make a prescribed alteration to the named schools which are Community Schools located at:

Busbridge Infant School, Hambledon Rd, Godalming GU7 1PJ

Godalming Junior School, Hallam Rd, Surrey GU7 3HW

Milford School, Church Rd, Godalming GU8 5JA

Moss Lane School, Moss Lane, Godalming GU7 1EF

The proposed alteration is to:

- Change school categories 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 **Godalming Learning Partnership** and the proposed implementation date is **1st December 2018**.

*The **Godalming Learning Partnership** does not already act as a foundation for any school.*

The partners in the proposed trust are:

- Cooperative Schools Network
- Godalming Confederation of Schools

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:

- maximise the progress and achievement of every young person in our community,
- improve transition for all our learners across each key stage,
- use collective resources to broaden and enrich the learning opportunities for our community,
- 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).

Sally Warnke, Chair of Governors, Busbridge Infant School

Michael Guest, Chair of Governors, Godalming Junior School

Jackie Morris, Chair of Governors, Milford School

Elaine Joyce, Chair of Governors, Moss Lane School

21st September 2018