

The Calder Learning Trust

(A mutual schools co-operative membership Trust)

Public Consultation: Booklet 1

'Changing from Community School to Foundation School Category and Acquiring a Charitable Trust'

The reason for the consultation

The Governing Body of **Calder High School** proposes to change the category of the school from community to foundation school and at the same time acquire charitable status as a co-operative Trust, to be known as **The Calder Learning Trust**.

What we would like you to do

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

- a) Reading this booklet (you may also wish to read Booklet 2, which provides answers to a number of commonly asked questions. Copies of this will be available at the school and on our website at **www.calderhigh.org.uk**)
- b) Completing the public consultation question form and returning it to the school.
- c) Attending one of the consultation meetings. These will be held at the school.

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Section 1 – Executive Summary

The Governing Body of Calder High School, Mytholmroyd, Hebden Bridge is proposing to change its category from a community to a foundation school and at the same time to acquire a charitable Trust to be called The Calder Learning Trust.

- 1.1 The proposed date of implementation (i.e. the date on which any legal change of category would take place and on which the Trust would be created) is 1 February, 2014
- 1.2 The Trust will work together with partners to improve standards, outcomes and services for the young people and their families within our local school community. We strongly believe that by working together we can achieve significantly more for our school by working in partnership with others than we can by working alone.
- 1.3 As a member of a Trust, our school will continue to be part of the Local Authority family of schools, but the change of category will allow us to be supported additionally by a charitable Trust.
- 1.4 As a result of the change, the Governing Body of the school will gain new powers and responsibilities. It will become the legal employer of all staff at the school, although existing pay and conditions will remain unchanged, as the school will remain in the local authority maintained sector and continue to be subject to national pay and conditions.
- 1.5 The Governing Body will also become responsible for student admissions, but will work jointly with the Local Authority to administer the provision of student places within the requirements of the National Schools Admissions Code.
- 1.6 The Trust will also hold the land and capital assets in Trust for the school, although the Governing Body will retain day to day responsibility for managing these assets in the same way as it does now. Equally, the local authority will retain its statutory responsibilities.
- 1.7 You will have the opportunity to comment on these proposals through the consultation which runs from noon on **Tuesday, 24 September** to noon on **Tuesday, 22 October, 2013**. We would emphasise that no decision has been made as yet and we would welcome suggestions that might help us to improve our proposals, as well as challenging them.
- 1.8 When the consultation period is over, the Governing Body will then consider the outcome independently and decide on whether or not to proceed to the next stage (i.e. whether to publish Statutory Proposals on formally changing our school category and acquiring a charitable Trust: - or to remain as a community school).

Section 2 – Visions and Values

- 2.1 Our vision is to use the strength of the Trust to build on what we have achieved as a school: to create a learning community which seeks to raise levels of achievement and aspiration for all. This vision is underpinned by a set of values including the principles of equality and inclusion and a commitment to support the well-being of all our young people.

We are a long established, truly comprehensive school, proud of our tradition and commitment to success for all. Our priority now is to ensure rapid and sustained school improvement with a focus on raising aspiration and raising standards through an emphasis on the highest quality teaching and learning.

- 2.2 Becoming a Trust will help us to clarify our vision still further and to strengthen existing collaboration. It will accelerate our improvement in achievement and expectations and will also help to make them more sustainable. We believe that to meet the needs of our community we need to work together as a community. We know that we can achieve more by working together than we can by working alone. A Trust would help to make that belief a reality.

- 2.4 Key aims for the Trust are to:

- Raise standards of achievement at all levels
- Ensure consistently high expectations in our school: amongst students, teachers, parents and carers.
- Enable all students 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 students to thrive;
- Make efficient use of all resources available to us and thereby maximise the benefits for students;
- Work with external partners to widen the range of opportunities available to our workforce and our young people;
- Make our school improvement strategy more sustainable by raising the profile of education across our community – and in so doing to 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.

- 2.5 As a Co-operative Trust, the Trust will adopt the values and principles of the co-operative movement (see Appendix B).

- 2.6 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 values of honesty, openness, social responsibility and caring for others.
- 2.7 We have chosen to propose that we become a Co-operative Trust because these are the values and principles which we feel should underpin our work with each other and with our young people.

Section 3 – What will the Trust do?

3.1 What will be the Trust's particular focus?

The Trust will support the Headteacher in continuing to build stability of staffing, accelerating on-going improvements in progress and ensuring that attainment exceeds national expectations for the majority of students whilst to narrow the gap on behalf of vulnerable groups of students.

It is therefore the key role of the Trust to raise attainment by:

- a) Improving the quality and consistency of teaching.
- b) Increasing aspirations among students, parents and all those who work with our students.
- c) Harnessing resources efficiently in the interests of learning.
- d) Creating the right conditions for enjoyable, effective learning.

Our focus is to increase the enjoyment and achievement of all stakeholders by working with a variety of innovative educational partners from the community and beyond, in order to improve student outcomes.

3.1.1 Improve the Quality and Consistency of Teaching

As a Trust we will:

- Look to recruit the brightest and the best to work in our school.
- Seek to retain and develop talented professionals within our school.
- Encourage teachers and school leaders to share their expertise for the benefit of all members of our Learning Trust.
- Provide professionals working in our school with the best we can afford in terms of training, facilities, resources and support.

3.1.2 Increasing Aspirations

As a Trust we will work in partnership to:

- Encourage parents and professionals to have high expectations of our young people, and the young people to have high expectations of themselves.
- Enable those who attend our school to acquire the skills and attitudes they need to go through life as life-long learners.
- Foster creativity and innovation in our young people through an exciting and challenging curriculum.
- Create amongst students a sense of local pride and possibilities afforded by the wider world.
- Enable the local community to aspire and achieve through undertaking voluntary school work that leads to the acquisition of professional qualifications.

3.1.3 Harnessing Partnership Resources and Beyond

As a Trust we will:

- Work with parents and carers to help them to make their contribution to learning.
- Work with the community organisations to extend what the school can offer.
- Work with external partners to support our work in a variety of ways.

3.1.4 Improving Conditions for Learning

As a Trust we will:

- Provide an enjoyable, stimulating educational environment in which both students and teachers can flourish.
- Work to ensure that students arrive at school ready and willing to learn.
- Work to improve attendance, so that all students are in a position to learn.
- Work to continue to promote good behaviour through clear and consistent expectations and a curriculum which encourages students to learn.
- Work to ensure good transition arrangements are in place to provide continuity in learning as students move from classes or to new schools.
- Work with partners to improve health and well-being of students.
- Work with other stakeholders to promote life-long learning as a goal throughout our community.

3.2 Who are our partners and what will they bring to the Trust?

- The Brooksbank School
- Calderdale College
- Calderdale Local Authority
- The Co-operative Movement (represented in the interim by the Co-operative College)

The Brooksbank School

The Brooksbank School is a successful local comprehensive which has a proven track record in terms of academic standards and leadership and management. It also has extensive experience of successful school to school collaboration and has worked closely with Calder High School over the past twelve months to secure the improvements to date. We would seek to strengthen further our partnership work especially in terms of teaching and learning and sharing good practice.

Calderdale College

Calderdale College is a large local Further Education provider which plays a key role as a member of the Calderdale secondary learning community. Calder High School has close links with the college which provides a range of 14 – 16 opportunities as well as being the destination of choice for many of our Post-16 students.

As a Trust partner, Calderdale College would bring expertise in terms of staff development, leadership and management and links with business and enterprise as well as providing an additional dimension to our Post-16 development

Calderdale Local Authority

As a community school, Calder High has worked closely with the Local Authority for many years and has been supported across a range of services. We believe that an ongoing partnership with the Local Authority will aid continuity as well as providing technical and specialist support.

The Co-operative Movement (represented in the interim by the Co-operative College)

By becoming a co-operative Trust we are part of the global co-operative family. We will become members of the Schools Co-operative Society (SCS), 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 Trust from the Co-operative Movement in Yorkshire and Humberside.

The Co-operative College has extensive experience in both the general school sector and the co-operative Trust sector. They helped to found and organise the network of co-operative schools, of which the Trust will be part. They will also help bring a global dimension to the schools and assist in establishing national and international links with other co-operative organisations. They will also be able to assist us in developing our Trust and particularly its membership dimension.

Possible Associate Members/Potential Partners

The organisations already listed have indicated their support for our development as a Trust. However, this membership is not exclusive. The Trust could well expand in future, bring in local partners to support certain areas of the schools agenda or welcoming other local schools who would wish to be part of a wider school partnership.

3.3 How will the Trust make a difference?

- 3.3.1 By focussing collective attention and resources on enjoyment and achievement. The formation of the Trust will focus the minds and energies of all partners on the task of raising attainment and increasing opportunities for enjoyment and achievement across the Co-operative Learning community.
- 3.3.2 By bringing coherence and continuity to life-long learning at a time when the educational landscape is significantly changing, the Trust provides the means of bringing local schools together to serve a common purpose and to provide continuous pathways to enjoyment, learning and achievement from early years to adulthood and beyond.
- 3.3.3 By making efficient and effective use of resources, the Trust will provide the school with significant collective bargaining power in our 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 also encourage partners to pool expertise and resources to enable them to maximise the benefits for all. Developing such Trust wide mutual procurement structures will assist our school leadership to focus on further improving Teaching and Learning in the school.
- 3.3.4 By providing the motivation of membership, a number of partnerships have demonstrated the value of treating stakeholders as members. The Trust will extend the offer of membership to parents, students, employees and community groups and individuals. This will have the value not only of identifying specific benefits for each of these groups, but also enlisting their support in achieving the aims of the Trust.

Section 4 – How will the Trust work?

- 4.1 The Trust will be a charitable, not for profit organisation, meeting the legal and other requirements of the Department for Education (DfE). It will carry out its duties in relation to schools as set out by the DfE, specifically by appointing a minority of governors(probably two) to the Governing Body of any supported school and by holding the land and assets in Trust for the school community.
- 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 work. 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 partner schools and it will not seek to change the character (religious or otherwise) of a partner school.
- 4.4 The Trustees will meet a minimum of 3 times a year (co-ordinated with existing school governance arrangements as required).
- 4.5 The Trust will work with other people and organisations, as appropriate, to carry out its work. As the Trust develops, it may be appropriate to consider additional members. There will be a clear process involving existing Trustees to ensure that any future member will comply fully with the vision, values and aims of the Trust.
- 4.6 The Trust will be made up of representatives from the school, partner institutions, including schools and the membership – via a representative Forum that will be established , generally known as the Stakeholder Forum. For details of the proposed structure of the Trust see Appendix C.
- 4.8 The Trust will have an ethos of co-operation and democracy consistent with co-operative values. It will seek to empower students and their community. The Trust will help young people prepare for the challenges facing them as global citizens.

Section 5 – Foundation Category

- 5.1 To facilitate the organisation of the Trust, community schools are required to alter their category to become Foundation schools. In acquiring foundation category, the Governing Body - and not the Trust- will take on new responsibilities including responsibility for the employment of staff and the admission of students and students to the school. In addition, the Trust will hold the land and assets in Trust for the school. The Governing Body will retain day to day responsibility for managing these assets, as is presently the case.
- 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 Body.
- 5.3 Existing and new staff will continue to work under the terms of the 'School Teachers' Pay and Conditions Document' (STPCD). The school's Governing Body will set out the terms and conditions for new support staff which will be no less favourable than those enjoyed by existing staff. All staff will therefore enjoy as a minimum the same terms and conditions of employment as in any maintained school.
- 5.4 Schools will continue to teach the National Curriculum and be inspected by Ofsted at appropriate times.
- 5.5 The Governing Body will continue to have day to day control of the school's land and assets (which the Trust will hold 'on Trust' for the school) as is presently the case.
- 5.6 The Trust will work in collaboration with the Local Authority in ensuring strict adherence to the Schools Admissions Code while reserving the legal right to review admission arrangements if deemed appropriate.

Section 6 – What Trust and Foundation Category will mean for:

- a) Parents and Carers
- b) Students and Employees
- c) The Wider Community

Admissions

- 6.1 The school will remain part of the Local Authority's family of maintained schools. We will continue to have a fair admissions policy and not introduce selection by ability.
- 6.2 Parents apply for places at a Trust school as part of the Local Authority process, and the school will continue to work with the Local Authority to ensure that student places are given fairly, in line with the published admissions criteria. However, all Trust school Governing Bodies reserve the right to review admissions arrangements as deemed appropriate.

Composition of Governing Bodies

- 6.3 The Governing Body will consist of
 - parent governors
 - community governors
 - local authority governors
 - staff governors
 - governors appointed by the Trust
 - co-opted governors

Membership of the Trust

- 6.4 All parents/carers and students attending a Trust school may become members of the Trust. This is also true of all members of staff employed by Trust schools and members of a range of community organisations supporting the work of the Trust – as well as individuals living within the area who identify with what the Trust is seeking to achieve.
- 6.5 We are planning to establish a Trust Stakeholder Forum whose members, including parents, staff, students and representatives of community – both organisations and individuals, are elected from the respective membership constituency. The purpose of the Forum will be to hold the Trust to account and to help shape policies.

- 6.6 In keeping with the co-operative tradition, we will be looking to identify a range of benefits to members which would be consistent with the aims of the Trust.

Employee Terms and Conditions

- 6.7 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. Employees will be employed by their school's Governing Body instead of the Local Authority: beyond this nothing in their pay or conditions should change as a result of this legal change of employer.
- 6.8 Trust schools will continue to recognise the same unions and staff associations. The existing rights of teachers will be fully protected if schools acquire a Trust. Trust schools will continue to be bound by the School Teachers' Pay and Conditions Document.
- 6.9 The Governing Body will set terms and conditions for support staff. However, terms and conditions will be safeguarded as per the prescribed regulations and they will maintain the same employment rights as Local Authority employees.
- 6.10 Employees, elected by their colleagues, will still be represented on the Governing Body as is currently the case. The Governing Body will also include representatives from parents, the community and Local Authority, together with the additional foundation governors nominated by the Trust.
- 6.11 Under the terms of the Trust, all staff will continue to enjoy, as a minimum entitlement, the same terms and conditions of employment as staff in any maintained school.

Section 7 – The Consultation Process

- 7.1 We would like to know what you think about the proposals contained in this booklet.
- 7.2 You can take part in the consultation by
- Attending a parent or staff consultation meeting at the school
 - Attending a public meeting at the school
 - Completing a Response Form and returning it to school
- 7.3 The full consultation meetings programme is as follows (all meetings will take place at the Calder High School.)

Date	Time	Audience
Thursday, 3 October	15.30	Staff
Thursday, 3 October	17.00	Unions
Thursday, 3 October	18.00	Parents
Thursday, 3 October	19.00	Other stakeholders

Students will be consulted via the Student Council, assemblies and a range of other internal school mechanisms.

- 7.4 You can comment on the proposals at any time from noon on Tuesday 24 September to noon on Tuesday 22 October, 2013.
- 7.5 After the consultation is closed, all comments, oral and written, will be considered and a report will be prepared for the Governing Body. Individual reports will not be published but will be made available to the Governing Body and will be available for inspection by the public on request. The Governing Body will then hold a meeting to review the report and all the comments made before reaching an informed decision.
- 7.6 The Governing Body may decide to:
- Issue a Statutory Notice about a change from Community to Foundation Status and the adoption of a Trust;
 - Modify the proposal in the light of suggestions made during the consultation and if the changes are significant, consult again on the changes;
 - Decide not to proceed and to remain as a Community School.
- 7.7 If the Governing Body decides to proceed and issues a Statutory Notice, there will be another chance to comment on any formal proposals which might be made before any final decision is made.
- 7.8 The proposed implementation date for the Trust is 1February, 2014.

- 7.9 Copies of all of the consultation documents can be obtained from the school.
- 7.10 If you have any queries about anything you have read here, please contact the school. (Full details can be found on the back page of this booklet).

Section 8 – Contact details

School consulting on change to Foundation Status		
School name and address	Telephone number & e-mail	Headteacher
Calder High School Brier Hey Lane Mytholmroyd Hebden Bridge HX7 5QN	01422 883213 admin@calderhigh.calderdale.sch.uk	Mr Anthony Guise

Section 9 – Appendices

Appendix A – List of Consultees

- 9.1 We are keen to consult widely about this proposed change to ensure that all interested parties have their say.
- 9.2 As part of this consultation, we are therefore consulting with the following:
- a) Students currently at the school applying for a change of status;
 - b) Parents and carers of those students;
 - c) Teachers and support staff currently employed at the school;
 - d) Staff, parents and carers at partner and potential partner schools;
 - e) Local teacher associations and trades unions and trades unions representing support staff;
 - f) Calderdale Local Authority
 - g) Serving local MP and local councillors;
 - h) Local community and voluntary groups, including nurseries, child care providers, sports and leisure providers;
 - i) Local and neighbouring FE and HE institutions;
 - j) Local faith and religious groups;
 - k) Other potential partner organisations
- 9.3 If you feel that there are other stakeholders who should be contacted, please inform the school.

Appendix B – Co-operative Values and Principles

The Values and Principles embraced by today's worldwide co-operative movement have evolved from the ideals of the early co-operators of the 18th and 19th centuries. They are embodied in the Statement of the Co-operative Identity published by the **International Co-operative Alliance**. For more information about the origins of the co-operative movement, please visit the **National Co-operative Archive**.

Co-operative Values

Co-operatives throughout the world share a set of values that give them their distinctive character.

- **Self-help**
In co-operatives, people help each other whilst helping themselves by working together for mutual benefit.
- **Self – responsibility**
Individuals with co-operatives act responsibly and play a full part in the organisation
- **Democracy**
A Co-operative will be structured so that members have controls over the organisation – one member, one vote.
- **Equality**
Members will be treated justly and fairly.
- **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: Honest, openness, social responsibility and caring for others

Co-operative 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; benefitting 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 the 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 the communities through policies approved by their members.

Appendix C – Proposed Trust Structure

As part of the consultation process, we are keen to develop a Trust structure which will be properly representative of all members and stakeholders, represent external partners appropriately and enable all of our schools to be represented equitably.

In putting this together we need to build on existing governance arrangements whilst creating a structure which is realistic. We have no wish to create an unwieldy and bureaucratic structure which is not fit for purpose.

The structure below is an early attempt to show the relationship between wider membership, school and proposed external partners. Further work is needed here and this will be a priority in our consultation process.

Trust Membership/Structure

- **Calder High School**
 - Parents/carers
 - Staff
 - Students

- **Partners**
 - The Co-operative Movement (College)
 - The Brooksbank School
 - Calderdale College
 - The Local Authority

- **The Stakeholder Forum**
 - Representatives from stakeholder groups
 - Meets at least three times a year
 - Reflects issues across the community
 - Holds the Trust to account

- **The Trust**
 - Members from Calder High School (Headteacher/Chair of Governors/nominee)
 - Appointee from each partner organisation
 - Meets at least three times a year