



The Thanet Learning Cooperative Trust

(A mutual schools co-operative education trust)

Proposal Consultation Information Pack

The Reason for the Consultation

The Governing Bodies of **Garlinge Primary School and Nursery** and **St Mildred's Primary Infant School** are proposing to change their legal school category from community to foundation and, at the same time acquire charitable status through joining **Bromstone Primary School** in a shared co-operative Trust, currently known as

The Thanet Learning Cooperative Trust

This publication provides information about our Proposal including how we are planning to develop and improve our schools 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 all three schools as well as electronically from our websites.

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 schools

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: -

Garlinge Primary School and Nursery – Westfield Road, Margate CT9 5PA

Tel: 01843 221877

Website: www.garlingeprimary.co.uk Email: info@garlingeprimary.co.uk

St Mildred's Primary Infant School, St Mildred's Avenue, Broadstairs, CT10 2BX

Tel: 01843 862035

Website: www.st-mildreds.kent.sch.uk Email: info@st-mildreds.kent.sch.uk

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Section 1 Summary

1. The Governing Bodies and the leadership teams of our schools have been considering how best to plan for the long-term future, 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.

To take this plan forward, we are proposing to change the school category from community to foundation and to work together with Bromstone Primary School through a co-operative education trust, called **The Thanet Learning Cooperative Trust**

3. 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 on **1st September 2018**
4. The process of change will not result in noticeable day-to-day differences for our school, but we believe that developing this partnership will allow us to formalise arrangements with a group of like-minded education providers, learn from the shared expertise, and experience they offer.
5. 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).
6. You are invited to comment on these proposals at any time from now until the end of the statutory consultation period, which runs from **8th June to 6th July 2018**

Section 2 The Vision and Values of our Proposed Education Trust

The background

7. Bromstone Primary School, St.Mildred's Primary Infant School and Garlinge Primary School and Nursery ('The schools') are currently part of an informal collaborative group of schools called GELA (Great Expectations Learning Alliance) working together for the benefit of the school communities.

We want to formalise this arrangement to further improve our schools by forming a trust and by becoming Co-operative Trust schools. Bromstone is already a Co-operative Foundation School and we are proposing that St.Mildred's and Garlinge schools change category to become Foundation Trust schools in order to work together as part of a shared cooperative foundation trust. In the current education climate formal partnerships are shown to have many benefits for school communities and we wish to develop our work together to take advantage of this in the years ahead.

One of the main attractions of the co-operative trust model is that it will enable our schools to continue to strengthen our partnerships whilst retaining your autonomy and individual school character. We value the diversity and range of school types and are not trying to make our schools the same, but we aim to capitalise on our shared strengths whilst preserving our uniqueness.

Headteachers and governors will remain in charge of their own schools accountable to their young people, parents and the local community, with the Trust collectively supporting all of our children in having the best possible education through partnership working.

Shared Vision

8. Our vision is to achieve substantial and sustained improvement of standards across a dynamic learning community where all the young people within the schools have their needs met.

We want to ensure that local schools remain accountable to local people, this will be the case for all schools in the trust. Irrespective of which school our young people attend, we see them as our shared responsibility.

GELA is already a proven and coherent self-improving schools system. However, we want to make this even more effective and even stronger by forging an even closer partnership with our neighbouring schools, as a Co-operative Trust.

Across all our schools, we will focus on:

- Improving the quality of learning and teaching
- Improving the wellbeing of our young people and staff
- Enhancing capacity by sharing resources and expertise
- Improving value for money in a time of real terms reduction in funding
- Supporting and developing current and future leaders
- Supporting and developing all staff through high quality CPD.

These strategic goals will be addressed through a trust improvement plan, which is based on regular audits of strengths and areas for development across our schools.

We believe that the values of a co-operative schools' trust match our existing values but also enables us to be part of a wider national network of schools with complimentary values. This ensures we are outward looking, in our drive to make all our local schools the very best they can be for the young people of Thanet.

Shared Values

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. The trust would also like to increase the level of aspiration and opportunities for our community.

As members of the **Thanet Learning Cooperative Trust**, we would work to embody these values at trust and school level.

As a Trust we would therefore:

- Give equal value to all our members and all our young people. (Equality)
- Have a responsibility to help other schools. (Self help)
- Be accountable for our own actions. (Self responsibility)
- Abide by democratic principles and give a voice to the community and young people. (Democracy)
- Have to make a positive contribution to the trust and local community. (Equity)
- Have to support and improve all our schools by working together. (Solidarity)

As schools we would therefore:

- Make sure we are socially and academically inclusive schools, and that we teach respect and tolerance. (Equality)
- Encourage independence in our children's problem-solving skills. (Self-help)
- Ensure our children understand the balance of rights and responsibilities. (Self-responsibility)
- Ensure we listen to our children, our School Councils, our parents and carers, our staff and our local community, and hold elections and votes in school, so children experience the democratic process. (Democracy)
- Encourage children to recognise the need to contribute to, as well as benefit from, school. (Equity)
- Encourage all our community to work together and our children to work as a team, supporting one another and taking pride in their school. (Solidarity)

Section 3 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:

- Children 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 any of the schools.

The dates for consultation meetings have been arranged as follows:

19th June 2018

St Mildred's Primary School

12.00 p.m. - Union Meeting (for all schools)

1.15 p.m. - Pupils Meeting

2.15 p.m. - Parents Meeting

4.00 p.m. - Staff Meeting

6.00 p.m. - Parents/Public Meeting

20th June 2018

Garlinge Primary School and Nursery

1.15 p.m. - Pupils Meeting

2.15 p.m. - Parents Meeting

3.35 p.m. - Staff Meeting

6.00 p.m. - Parents/Public Meeting

We will also be discussing the Proposal with our children in each school, to see what their views are in the same week

Section 4 Further information

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

11. 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.
12. 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, notably in terms of the expectation that schools work together on school performance.
13. 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.
14. Trust Schools continue to teach the National Curriculum and are inspected by Ofsted at appropriate times.
15. A Trust school becomes its own admissions authority employs its own staff.

Decision making responsibilities for any change of status

16. The process for a change of school status is set out in the SOPAM Regulations (2016)(Statutory Order for Prescribed Alteration to Maintained schools)
17. 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.
18. 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

19. Decision making begins with a formal vote by governors to consult on a proposal for a change of status. The publication of a proposal in draft form is a required part of the consultation process.
20. The consultation process – at least four weeks, but usually around half a term - allows all interested parties to express a view.
21. 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?

22. 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.
23. 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.
24. 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.
25. All employees employed by the school immediately before the transfer irrespective of their length of service have entitlement to continuous employment.
26. 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.
27. 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.
28. 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

29. 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.
30. The legal conveyancing work and Land Registry changes 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.
31. 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.
32. 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.
33. 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

34. 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.
35. 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.
36. 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 may be able to continue so that the responsibility on the governors for the land and buildings remain the same.
37. 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

38. 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.
39. 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.
40. Partners in the Trust can include the Local Authority, Further or Higher Education; local businesses or other community organisations; the common factor is a commitment to contribute to a successful learning community.
41. The Proposed Co-operative 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.
42. Other partners can be invited to join the Trust to add to the strength of the Trust and the range of experience and opportunities it can provide.
43. The full list of initial partners is shown here:

Primary schools	Other Partners
<ul style="list-style-type: none">• Bromstone Primary School• Garlinge Primary School• St.Mildred's Primary Infant School	<ul style="list-style-type: none">• Primary Partners (East Kent Learning Alliance)• Canterbury Christ Church University• Co-operative Schools Network

Co-operative Schools Network (CSNET)

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.

Primary Partners (East Kent Learning Alliance)

The East Kent Learning Alliance is a Teaching School Alliance operating across the east of the County. It includes primary and secondary schools amongst its members and has a remit to provide training for those who wish to be teachers, those who are currently working as teachers, and those who aspire to leadership in our schools. The benefits of working with the **Primary Partners** enables us to ensure that our staff continue to receive excellent CPD.

Canterbury Christ Church University

Canterbury Christ Church University has national recognition for its outstanding work as a provider of initial teacher training, for educational research, and for working in partnership with schools and Co-operative Trusts in Kent. The possibilities for supporting school staff, recruiting the best teachers to work locally, conducting research projects and constantly being updated with how academic research shows children learn best, are very exciting indeed.

44. 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

45. At a time when Local Authority services are diminishing and schools increasingly find themselves working alone, the Trust provides a means of joining with other schools to serve a common purpose and achieve more together.
46. 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 children.

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

47. The Education Trust will offer membership to parents, children, 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.
48. The Education Trust will become a charitable, not for profit, organisation meeting the legal and other requirements of the Department for Education (DfE).
49. It will carry out its duties in relation to schools as set out by the DfE, specifically by appointing minority (two) governors to the Governing Body of any supported school and by holding the land and assets in trust for the school community.

50. 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.
51. Trustees (representatives) 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.
52. Trustees (representatives) will meet a minimum of 3 times a year. Each school will have 2 representatives at such meetings, each external partner organisation will have one.

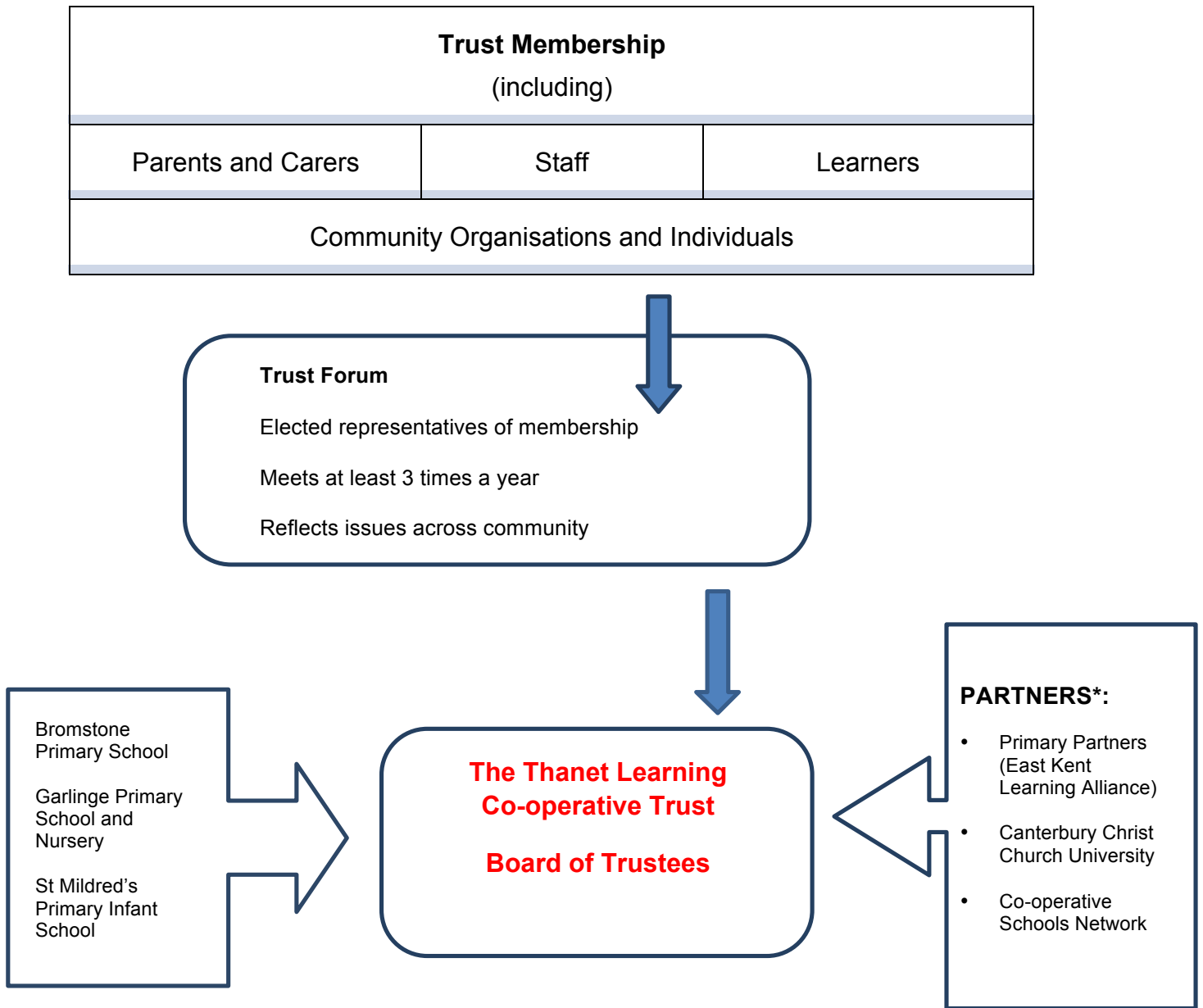
Governing Body changes

53. In September 1st 2012 the Government changed the arrangements for appointing Parent, Community, Local Authority and Staff Governors.
54. 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.
55. 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 Trust governors; in our case we are proposing the legal minimum of two; and will reconstitute our respective Governing Bodies accordingly.

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

56. We plan to develop a Trust structure that 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.
57. We would establish a Trust Forum, within 18 months, representing parents, staff 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 would appoint 2 trustees. Children would also have a voice through the Trust Parliament which will be comprised of representatives from the individual School Councils.
58. In putting this together, we intend to build on existing governance arrangements whilst creating a structure that is realistic. We have no wish to create an unwieldy and bureaucratic structure that is not fit for purpose.

59. 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.

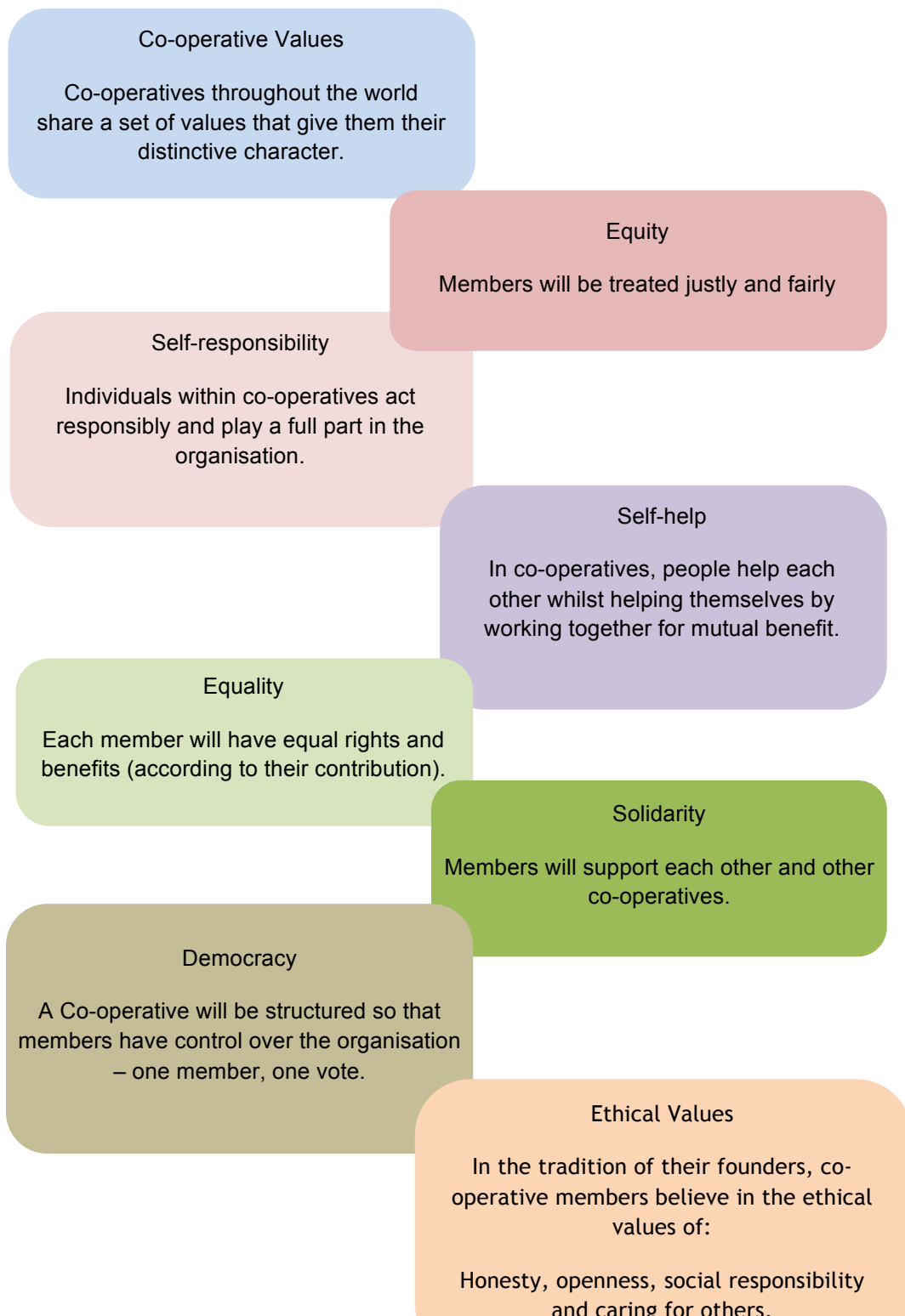


Notes:

- * Each partner will appoint one trustee to the Board
- ** Each school will appoint two trustees to the Board (these usually being the Head teacher and Chair of Governors).

Section 6 Co-operative Values & 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 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 19th centuries. They are embodied in the statement of Co-operative Identity published by the International Co-operative Alliance (<http://www.ica.coop/al-ica>)

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

<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.</p> <p>Members allocate surpluses for any of the following purposes:</p> <p>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 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.</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, regional and international structures.</p>
<p>6th Principle: Co-operation among Co-operatives</p>	<p>Co-operatives serve their members most effectively and strengthen the Co-operative Movement by working together through local, national and international structures</p>
<p>7th Principles: Concern for Community</p>	<p>Co-operatives work for the sustainable development of their communities through policies approved by their members.</p>

Copy of Statutory Notice

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

The governing bodies of Garlinge Primary School and Nursery and St Mildred's Primary Infant School intend to make a prescribed alteration to Garlinge Primary School and Nursery and St Mildred's Primary Infant School, which are Community Schools located at:

Garlinge Primary School and Nursery – Westfield Road, Margate CT9 5PA

St Mildred's Primary Infant School, St Mildred's Avenue, Broadstairs, CT10 2BX

The proposed alteration in each case is to:

- 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 name of the foundation will be *The Thanet Learning Cooperative Trust* and the proposed implementation date is 1st September 2018
- "*The Thanet Learning Cooperative Trust*" currently acts as a foundation for Bromstone Primary School.

The partners in the proposed trust are:

- Bromstone Primary School
- Garlinge Primary School and Nursery
- Canterbury Christ Church University
- Co-operative Schools Network
- Primary Partners (East Kent Learning Alliance)
- St Mildred's Primary Infant School

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 two of the Trust's trustees. As the Trust develops the Trust will welcome other partners into 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:

- Improve the quality of learning and teaching
- Improve the wellbeing of our young people and staff
- Enhance capacity by sharing resources and expertise
- Improve value for money in a time of real terms reduction in funding
- Support and develop current and future leaders
- Support and develop all staff through high quality CPD.

This notice is an extract from the complete proposal. Copies of the full proposal 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).

Signed:

William Herbert Chair of Governors, Garlinge Primary School and Nursery

Diane Springett Chair of Governors, St Mildred's Primary Infant School

Date: **Friday 8th June 2018**