



The ACR Learning Co-operative

Including

Athersley North Primary School, Carlton Primary School,
Royston Summerfields Primary School, and
Royston Parkside Primary School

Public Consultation Booklet One

Changing to Foundation School Category and Acquiring a Charitable Trust – A Rationale

What to do next

Read this document entitled **Booklet One** *Changing to Foundation School Category and Acquiring a Charitable Trust – A Rationale*, which provides an overview of the issues faced by the school, the proposal being put forward, the implications of these proposals and details of the timeline for consultation and what happens next.

You may also want to read **Booklet Two** *Questions and Answers*, which provides a series of commonly asked questions together with answers which have been collated from the Department for Education (DFE) sources. You may wish to attend one of the consultation meetings and/or return the **Response Form** to comment on this consultation.

Copies of the booklets and the Response Form can be obtained from the school or downloaded from any one of the school's websites:

www.roystonsummerfields.co.uk,
www.athersleynorthprimary.uk.org,
www.carltonprimary.co.uk,
www.roystonparksideprimary.com

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1. Executive Summary

- 1.1 The Governing Bodies of Athersley North Primary School, Carlton Primary School, Royston Summerfields Primary School, and Royston Parkside Primary School are proposing a change of school category from a community school to a foundation school and simultaneously to acquire a charitable trust to be called The ACR Learning Co-operative. The proposed date of implementation is 31st July 2011. The Trust will be a mutual Co-operative Membership Trust.
- 1.2 Our schools supported by the Trust will work to improve attainment and develop services to improve standards, outcomes and services for children, young people and their families in our local communities.
- 1.3 Our schools will continue to be part of the local authority, but we will have the opportunity to be supported by a charitable trust set up to help the drive for improved standards both in our schools and across our wider community. The Governing Bodies of the schools are proposing to establish, through a Trust, a long term partnership that aims to bring together the Barnsley Local Authority and Barnsley Credit Union together with the schools. Other educational partners will be sought to join and support the work of the Trust. You will find more information about these partners in section 3.2.
- 1.4 The Governing Bodies of Athersley North Primary School, Carlton Primary School, Royston Summerfields Primary School, and Royston Parkside Primary School will gain new powers and responsibilities. They will become the employer of all staff, although existing pay and condition arrangements will be unchanged as the school will remain in the maintained sector and be subject to national pay and condition agreements. The Governing Bodies will also become responsible for pupil admissions, but will work jointly with the Local Authority to administer the provision of pupil places within the requirements of the National Schools Admissions Code, and will adhere to the prevailing Local Authority admissions arrangements, although reserving the right to review these if deemed appropriate. The Trust will hold the land and capital assets in trust for the school and the Governing Body will retain day to day responsibility for managing these assets in the same way they do now.
- 1.5 The full consultation document is contained in two booklets:
Booklet One *Changing to Foundation School Category and Acquiring a Charitable Trust – A Rationale* is the document you are now reading and provides an overview of the issues faced by the school, the proposal being put forward, the implications of these proposals, and details of the timeline for consultation and what happens next.
Booklet Two *Questions and Answers* provides a series of commonly asked questions together with answers and can be obtained from the school or from the school website shown on the front cover.
- 1.6 Stakeholders have the opportunity to comment on these proposals during the **consultation period which runs from noon on Monday 9th May 2011 to noon on Monday 13th June 2011.**



- 1.7 Each Governing Body will then consider the outcome of the consultation independently and decide on whether to publish Statutory Proposals for their own school or to remain a community school. This means that after considering the results of consultation any school may decide to not proceed to Statutory Proposals. This does not preclude any of the other schools from continuing to publish Statutory Proposals if the Governing Body of that school decides it wishes to proceed.
- 1.8 In order to make the change Athersley North Primary School, Carlton Primary School, Royston Summerfields Primary School, and Royston Parkside Primary School are legally proposing to change category from a Community School to become a Foundation School, and at the same time, formally acquire a Trust – The ACR Learning Co-operative.
- 1.9 We have tried to put forward the proposals in a clear manner and there are opportunities to attend meetings and ask questions about the proposals. We are open to alternative suggestions and nothing in this consultation document or process pre-determines the outcome of the consultation.

2. Vision and Values

- 2.1 Working as a shared trust will clarify our vision and aims, raise expectations, aspirations and standards, and make our existing collaboration more sustainable. We believe it will help our children achieve even more than they do now. We aim to provide the very best education possible for all children in our communities by working together more effectively as well as promoting community cohesion.

We have chosen to 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.

Key aims of our Trust are to:

- Ensure consistently high expectations across all our schools among pupils, staff, parents and carers
- To have open and honest relationships with partners, helping each other reach common goals.
- Enable all pupils to access high quality teaching and learning experiences by sharing best practice, resources and staff within the partnership, and developing creative and transformational approaches to help us raise attainment and achievement across our schools
- Work more effectively with parents, carers and the wider community to promote health and well-being, develop an aspirational culture, based on more integrated approaches with other partners working with children and communities.



- Work with external partners to help us be even more imaginative and creative in providing opportunities for family and community learning and wider cultural experiences.
 - To develop in all our children a sense of value, self-respect and responsibility that will enable them to live adult lives at home, at work, at leisure and within a technological, global community.
- 2.2. As a co-operative trust, our trust will adopt the values and principles of the co-operative movement (see Appendix A).
- 2.3. 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 ethical values of honesty, openness, social responsibility, and caring for others.
- 2.4. Co-operatives principles are: Voluntary and open membership; Democratic member control; Member economic participation; Autonomy and independence; Education, training and information; Co-operation among co-operatives; Concern for community:
- 2.5. We have chosen to become a Co-operative Trust because these are the values and principles which we already share. They will underpin the work of the Trust and we believe this will strengthen the work of our schools even further.

3. What will the Trust do?

3.1 What will be the Trust's particular focus?

To improve the life chances of every child in every school within the Trust

By developing sustainable, successful partnerships throughout the Trust in a wide range of carefully designed social and educational activities which are tailored to raise aspirations and make meaningful contributions to the development of every individual child.

Improve the quality and leadership of learning

By developing leadership succession plans that will ensure that the partner schools “grow their own leaders” and develop sustainable leadership structures.

To raise standards of achievement

By further developing throughout the Trust a stronger collaborative approach including opportunities for joint training, Continuous Professional Development (CPD), cross curricular projects, shared resources, shared coaching, mentoring and evaluation. We will use and develop ICT and new technologies to enrich the learning experiences of all.

To improve the opportunities for lifelong learning for all

By working with our Trust partners and with all in the Trust we aim to enhance and secure a wide range of opportunities for children and their families both in and out of school. Our trust partners will work with us to access resources and expertise which can make these activities sustainable.



To increase sustainable community involvement

By working closely with our partners to provide an improved level of support for all families, which in turn enables all our children to play a full part in developing activities within the community. By drawing together planned, coherent and sustainable and equitably shared development we will utilise all of the many areas of the community to the advantage of all.

3.2 What will each Partner bring to the Trust?

Barnsley Local Authority

- Support schools within the trust to raise expectations, aspirations and standards
- To actively encourage the ACR schools to seek Shared Trust status, and continue to provide technical and specialist support.
- Negotiate with different services within the local authority to provide bespoke services to the Trust in support of schools.
- Endeavour from time to time to commission work from the Trust in order to achieve its own objectives.

Barnsley Credit Union

- To work alongside the Trust and together be Champions of the Credit Union and Co-operative movements
- To share with the Trust the Credit Union initiatives which would be of great mutual benefit to the schools and their communities
- To support the group of schools in any way that will improve the learning for all the children

Schools

- Enhance collaboration and co-ordination across schools for the benefit young people's education and well-being
- Improve learner achievement, improved teaching and enhanced leadership skills through sharing practice
- Sharing of resources to improve the quality of education for young people and the community in a cost effective way
- Joint commissioning of resources and expertise for the benefit of the community, young people and families
- Work with Local Authority, education and community partners in a co-ordinated and collaborative way to enhance the support of the school and local communities

3.3 How will the Trust make a difference?

The ACR Learning Co-operative Trust will seek to engage with partners from regional and local organisations who can work with us to both raise aspirations of the children and to deliver a holistic approach to child and family support, which will embody the reality of "Every Child Matters". Co-operatives the world over share values of self help, self responsibility, democracy, equality, equity and community solidarity.



In particular we see our model as an opportunity to:

- Promote an ethically and socially diverse society in which achievement and prospects for people from different social and ethnic backgrounds are not subject to discrimination
- Enable far greater access to, and reliance on, technology as a means of conducting daily interactions and transactions
- Make efficient and effect use of resources through collective bargaining power in negotiations with suppliers of goods and services, enabling best value principles and the prioritising of funds for teaching and learning.
- The Trust will encourage schools to pool expertise and resources to enable them to maximise the benefits for children and staff.
- Understand the complex pathways through education and training, requiring both staff and children to make choices and reach decisions
- Acquire a sharper focus on sustainability, the role of individuals within their communities, and their impact on the environment

4. How Will the Trust Work?

- 4.1 The Trust will be a charitable, not for profit trust, meeting the legal and other requirements as set out by the DfE. It will carry out its duties in relation to the school as set out by the DfE, specifically by appointing a minority of the members to the Governing Body of any supported school (see Appendix C) and by holding the land and assets in trust.
- 4.2 The Trust will be legally established and regulated (as with all charities) by the Charities Commission and registered as a company limited by guarantee with Companies House.
- 4.3 Trustees will not be able to derive an income from the Trust, but the Trust may become an employer as it develops its objectives in providing services and/or commissioning services. Any income generated by the Trust must only be used to support its charitable aims. The Trust will not seek to alter the individual characteristics of the school and it will not seek to change the character (religious or otherwise) of the school.
- 4.4 The Trust will meet a minimum of three times per year (co-ordinated with school governance as required).
- 4.5 The Trust will work with other people and organisations, as appropriate, in order to carry out its work. As the Trust develops its work in the future, it may be appropriate to consider additional partners. There will be a process involving existing Trustees to ensure that any future partner will comply fully with the vision, values and aims of the Trust.
- 4.6. The Trust will be made up of the school, partners, and members as shown in Appendix B.



- 4.7 The Trust will appoint a minority of governors at any school for which it acts (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 learners and their community as well as helping our young people prepare for these challenges and their future as global citizens.

5. Foundation Category

- 5.1 To set up the Trust, community schools are required to change their current category and become Foundation Schools. In acquiring Foundation category, the Governing Body and not the Trust, will assume new responsibilities, including responsibility for the employment of staff and the admission of students to the school. In addition, the Trust will hold the land and assets in trust for the school. Each Governing Body will retain day to day responsibility for managing the assets, as is the case in the present situation.
- 5.2 Athersley North Primary School, Carlton Primary School, Royston Summerfields Primary School, and Royston Parkside Primary School will each require to change category to become a foundation schools.
- 5.3 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.
- 5.4 Existing and new teaching 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 applying to existing staff. All staff will, therefore, always enjoy as a minimum the same terms and conditions of employment as in any maintained state school.
- 5.5 The schools will continue to teach the National Curriculum and will be inspected by Ofsted at appropriate times.
- 5.6 Each 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 the case at present.
- 5.7 We will work in collaboration with the Local Authority in ensuring strict adherence to the Schools' Admissions Code whilst reserving the legal right to review admission arrangements if deemed appropriate.



6. What does this mean for parents, carers and pupils?

- 6.1 The school will remain part of the Local Authority's family of schools. We will continue to have a fair admissions policy and not introduce selection by ability. Parents will apply for places at a Trust school as part of the Local Authority process. The school will continue to work in partnership with the Local Authority to ensure that pupil places are given fairly in line with the published admissions criteria which conform to the School Admissions Code. However a Trust school Governing Body has the right to review admissions arrangements as deemed appropriate.
- 6.2 The current situation of appointing Parent, Community, Local Authority and Staff Governors will be maintained. However the Governing Body will now have a minority of governors appointed by the Trust (see Appendix C).
- 6.3 All parents, carers and pupils currently attending a trust school may become full members of the trust. We are planning to establish a Stakeholder Forum with elected members including parents, staff, learners (including students), and community organisations. Its purpose will be to hold the Trust to account, to help shape policies and to elect a minority of trustees.
- 6.4 Our schools will continue to be distinctive and autonomous, led by their headteachers and governing bodies. Their responsibilities for standards, including objectives relating to behaviour and performance, will be unchanged. The Trust will build on the unique qualities of each school and therefore, through collaboration, significantly improve the educational opportunities for every young person and their family. We believe that these stronger partnership arrangements between schools and extended services professionals, will contribute significantly to a further improvement in each school's performance and a better educational experience and enhanced outcomes for every young person and their family.

7. What Does this Mean for Employees?

- 7.1 The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 provide for all rights, powers, duties and liabilities to transfer existing staff from the Local Authority to the Governing Body of the school. Employees will be employed by their school's Governing Body instead of the Local Authority and we will continue to recognise the same unions. The existing rights of teachers will be fully protected if the school acquires a Trust. We will still be bound by the School Teachers' Pay and Conditions Document.
- 7.2 The Governing Body will set terms and conditions for its own support staff. However, terms and conditions will be safeguarded as per the prescribed regulations for existing staff and they will maintain the same employment rights as Local Authority employees. Employees will still be represented on the Governing Body, as elected by their colleagues, as well as there being representatives from parents, the community and the Local Authority as is the case now, plus the additional foundation governors nominated by the Trust.



8. The Consultation Process

- 8.1 Please let us know what you think about the proposal by one or more of the following:
- Complete and return the Consultation Questionnaire.
 - Send in your comments to the school.
 - If you are a parent/carer, member of staff, or member of the public, come to the appropriate meeting to discuss the proposal.

Consultation meetings will be held as follows:

All Staff

4:00pm Monday 16th May 2011 at Carlton Primary School

Parents at Carlton Primary School

5:00pm Monday 16th May 2011 at Carlton Primary School

Parents at Athersley North School

6:00pm Monday 16th May 2011 at Athersley North Primary School

Parents of Royston Summerfields Primary School & Parkside Primary School

5:00pm Thursday 19th May 2011 at Royston Summerfields Primary School

Public meeting

6:00pm Thursday 19th May 2011 at Royston Summerfields Primary School

- Pupils and students at the schools will be consulted through separate special meetings of their School Council or other body. They will also be kept informed about this consultation process through assemblies.
- 8.2 You can comment at any time from noon Monday 9th May 2011 to noon on Monday 13th June 2011.
- 8.3 After the consultation is closed all comments will be considered and a report will be prepared for the Governing Bodies. This report will be made available on the website (see cover page). Individual responses and petitions will not be published on the website but will be presented to the Governing Bodies and will be available for inspection by the public on request. The Governing Bodies will then hold separate meetings to review the report and all the comments before reaching an informed decision.
- 8.4 A Governing Body may decide to:
- Issue Statutory Notices about a change to Foundation Category and the adoption of a Trust.
 - Modify the proposal in the light of suggestions made during consultation and, if the changes are significant, reconsult on the changes.
 - Decide to remain as a community school without any changes.



- 8.5 If any of the schools decides not to proceed to issue Statutory Proposals it does not prevent the other schools, after making an informed decision, from proceeding to issue Statutory Proposals. The outcome of consultation for each school is mutually exclusive.
- 8.6 If one, or more, school Governing Body decides to proceed and issues a Statutory Proposal, there will be another chance to comment on any formal proposals which might be made before a final decision is taken by each of the school Governing Bodies.
- 8.7 The proposed implementation date is 31st July 2011.
- 8.8 Copies of all the consultation documents can be obtained from the website (see cover) or from any of the schools. Alternative formats can be provided in line with each school's policy.
- 8.9 If you have any queries about anything you have read here and would like further clarification, please email or write to Trust Consultation at any of the school (contact details on the contents page of this document).

9. List of Consultees

As part of the consultation process, the school is consulting with the following:

- Students currently at the school.
- Parents of students currently at the school.
- Staff currently employed at the school, both teaching and support.
- All schools currently sending children to the school.
- The Local Authority and neighbouring Local Authorities.
- The Young People's Learning Agency.
- Local MPs and serving local Councillors.
- The local Teacher Associations
- Trade Unions representing our support staff.
- Other neighbouring schools which may be affected by the proposals.
- Local Community Groups including nurseries, child care providers, sports and leisure providers.
- The Specialist Schools and Academies Trust.
- Local and neighbouring FE Colleges and Higher Education institutes.
- Children and Adolescents Mental Health Service (CAMHS).
- The Primary Care Trust and Local GP surgeries.
- The Church of England and Roman Catholic Dioceses for the area.

A complete list will be published on the school website. If you feel that there are other stakeholders who should be consulted, please contact us.



Appendix A: Statement on the Co-operative Identity

Statement on the Co-operative Identity as approved at the ICA Congress, Manchester, September 1995

Definition

A co-operative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically controlled enterprise.

Values

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 ethical values of honesty, openness, social responsibility, and caring for others.

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; benefiting 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 their 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

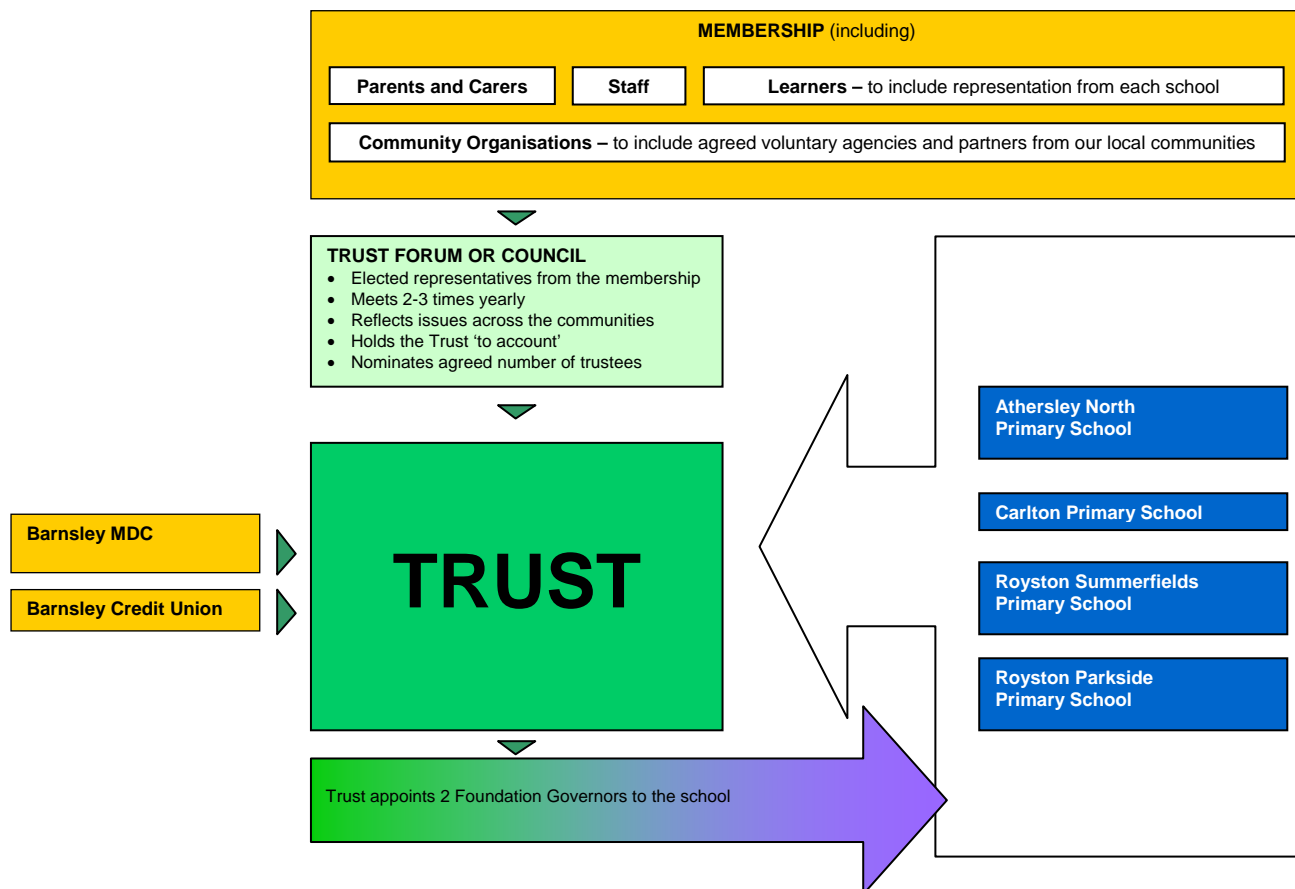
Co-operatives serve their members most effectively and strengthen the Co-operative Movement by working together through local, national, regional and international structures.

7th Principle: Concern for Community

Co-operatives work for the sustainable development of their communities through policies approved by their members.



Appendix B: Trust Structure



The Proposed Partners are:

Member	Trustees	Proposed contribution to Trust
Barnsley MDC	1	<ul style="list-style-type: none"> • Support schools within the trust to raise expectations, aspirations and standards • To actively encourage the ACR schools to seek Shared Trust status, and continue to provide technical and specialist support. • Negotiate with different services within the local authority to provide bespoke services to the Trust in support of schools. • Endeavour from time to time to commission work from the Trust in order to achieve its own objectives.
Barnsley Credit Union	1	<ul style="list-style-type: none"> • To work alongside the Trust and together be Champions of the Credit Union and Co-operative movements • To share with the Trust the Credit Union initiatives which would be of great mutual benefit to the schools and their communities • To support the group of schools in any way that will improve the learning for all the children
The Schools	2 from each school	<ul style="list-style-type: none"> • Enhance collaboration and co-ordination across schools for the benefit young people's education and well-being • Improve learner achievement, improved teaching and enhanced leadership skills through sharing practice • Sharing of resources to improve the quality of education for young people and the community in a cost effective way • Joint commissioning of resources and expertise for the benefit of the community, young people and families • Focus in particular on transition at Key Stage 2 to provide a seamless education • Work with Local Authority, education and community partners in a co-ordinated and collaborative way to enhance the support of the school and local communities
Trust Forum or Council	2	This will provide a mechanism for active engagement of key stakeholder groups and provides a sounding board for our local communities. It will ensure that our plans and implementation are in line with community aspirations and will seek to engage the community in dialogue with the Trust.



Appendix C: Governing Body Structure

- C.1 The current situation of appointing Community, Local Authority and Staff Governors will be maintained. However, the Governing Body will now have in addition a minority of governors appointed by the Trust.
- C.2 Local Authority nominated governors must number at least one and be no more than one fifth. Parent governors must be at least one third of the Governing Body. Staff governors must be at least two, but not more than one third. If there are three or more staff governors then one must be a non-teacher. Community governors must be at least one tenth.
- C.4 There must be a minimum of two Foundation governors (Trust appointees) and a maximum of 45% of the Governing Body.
- C.5 The Governing Body will undergo minimum changes in order to comply with the appropriate legislation. The proposed structures are outlined below alongside the existing structures to allow a comparison.
- C.6 It is proposed to appoint the minimum number of Trust Governors at the partner schools as follows:

Governor type	Athersley North Primary School		Carlton Primary School	
	Current	Proposed	Current	Proposed
Local Authority	3	2	3	2
Parent	6	6	5	5
Staff	4	4	3	3
Community	4	3	3	2
Trust/Foundation	0	2	0	2
Total	17	17	14	14
Associates	0	0	0	0

Governor type	Royston Summerfields Primary School		Royston Parkside Primary School	
	Current	Proposed	Current	Proposed
Local Authority	2	1	2	1
Parent	4	4	4	4
Staff	3	3	3	3
Community	3	2	3	2
Trust/Foundation	0	2	0	2
Total	12	12	12	12
Associates	0	0	0	0