

THE LORD SILKIN SCHOOL

STATUTORY PROPOSAL TO BECOME A TRUST SCHOOL

As set out in the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007

The Governing Body of The Lord Silkin School is putting forward this Statutory Proposal to become a Trust School. This document is intended to tell you what a Trust School is, why Trust Status may benefit the school, who the partners in the Trust are and results of the initial consultation.

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1. Introductory Information

School details:

The Lord Silkin School	
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Category of School:	Community School

Dates:

The planned implementation date for the prescribed alteration to acquire a Foundation (Trust) is 1st September 2009.

Representations:

Any person can make comments on the proposal between the 24th April and the 22nd May 2009. Representations should be sent to the Governing Body, please mark the envelope 'Statutory Proposals'. These should be sent to the Governing Body at the following address: Gloria Partridge, Secretary to the Governors, The Lord Silkin School, District Centre, Stirchley, Telford TF3 1FA
E-mail: Gloria.partridge@taw.org.uk

2. Changing Category to Foundation

Rationale for the Proposal:

A Trust school is a maintained foundation school with a charitable foundation (trust). They are a new kind of school offering a wide range of innovative opportunities whilst still being part of the Local Authority system. The Lord Silkin School is an 'exceptionally inclusive school' and we will be able to build on our successful academic record that is now in place, to further strengthen practical and vocational opportunities for all our students. The Governing Body will continue to be responsible for the performance of the school which will operate as it does at present.

The Governors will become the employers of the staff and would be bound by the National School Teachers' Pay and Conditions of Service for teaching staff and Local Government National Joint Council (NJC) for local government services for support staff. They will become the school's admission authority but will continue to be bound by the School Admissions Code. Governors will keep to the same arrangements and criteria as at present, following the Telford and Wrekin Policy.

3. Acquiring a Trust – How the Trust will work

- (a) The Trust will be known as The Lakeside Learning Village Trust.
- (b) The vision of The Lord Silkin School is to influence and transform education for all members of our community, bringing together all our partners in the delivery of learning opportunities within our local area. Our potential Trust Partners will challenge and support the school's Leadership Team and Governors in our aspiration to be outstanding in all that we do.

(c) The Trust's Charitable Objects are as follows:

- To strengthen practical and vocational opportunities for all our students, particularly those who have lost interest in school
- To strengthen teaching and learning and raise standards across the curriculum
- To raise the aspirations of students
- To work for the advancement of education for all students
- To provide opportunities for staff development
- To strengthen links with our community, nationally and international with business and Further Education
- To promote community cohesion

(d) How the proposed Trust Partner Organisation will contribute to the Trust.

The breadth and experience of our partners will provide new challenges to the leadership and governance of the school, new opportunities for students and take us on to greater success and achievement.

Proposed Trust partners	Contribution to the Trust
TCAT	Our partnership will enable both parties to work together for the benefit of all 14-19 students and develop cross-curricular strategies to enhance student learning. We will be able to create opportunities for extended professional development between all Trust Partners and develop and sustain lifelong learning opportunities for the whole community.
University of Wolverhampton	We have a shared interest in broadening the educational opportunities of students, parents and members of the local community to raise aspirations towards Further and Higher Education for all. We intend to create opportunities for staff development across all educational establishments within the Trust. We also want to develop a shared interest in recruitment and retention for both students and staff across the Trust partnerships. As an example, the University could provide masterclasses, taster visits and advice on student application and finance.
Fabweld	Fabweld is a local and very successful company and we have a shared interest in broadening the educational opportunities of students across all age ranges and to raise aspirations towards Further Education and the workplace for all. We can create opportunities for staff development and share best practice between us.
Stirchley Primary School	We can further build on the strong links already existing between us and our feeder primary schools to develop cross phase teaching and learning strategies to enhance student learning across all key stages. We can create opportunities for extended professional development between all staff, sharing good practice to ensure a smooth transition for students from Key Stage 2 – 3.
Three Oaks Primary School	We will continue to build on the strong links already existing between us to develop cross phase teaching and learning strategies to enhance student learning across all keys

	stages. We can create alongside our feeder primaries opportunities for extended professional development between all staff, sharing good practice to ensure a smooth transition for students from Key Stage 2-3.
Local Authority	We will continue to benefit from the support given to us by the Local Authority.

- (e) One Trustee will be appointed by each of the member organisations represented on the Trust Board.
- (f) The Governing Body will decrease from 13 to 12. The Trust will appoint a minority of Governors which will be a minimum of 2 Trust appointed governors. Which Trust Governors will be appointed to the Governing Body will be decided at the first Trust Meeting.
- (g) The Trust meets the requirements on Trusts as set out in The School Organisation (Requirements as to Foundations) (England) Regulations 2007.
- (h) The Trust and the Governing Body will work in partnership to achieve the strategic objectives (Charitable Objects). The roles both of these bodies will undertake are detailed below.

Governing Body Responsibilities	Trust Responsibilities
<p>Overall responsibility for the strategic development and operations of the school (as current). Examples are:</p> <ul style="list-style-type: none"> • Hiring and paying staff • Ensuring the national agreements on employment are met • Organising pension arrangements, human resources, occupational health and health and safety arrangements • Management of the school budget • Maintaining existing standards of education • Liaising with unions and Local Authority • Ensuring the requirements of the National Curriculum are met • Liaising with Ofsted, the DCSF and other regulatory bodies regarding school matters • Dealing with other matters that are the legal responsibility of the Governing Body 	<p>Achieving their charitable objects (strategic priorities)</p> <p>Fulfilling the legal responsibilities of a charitable company such as:</p> <ul style="list-style-type: none"> • Meeting three times a year to discuss the advancement of students' education • Reporting as necessary to the Charity Commission • Approving the appointment of any new Trust members • <p>Approving the appointment of Trust members to the Governing Body</p> <p>Holding lands and assets on trust for the school</p>

- (i) The Governing Body will gain new powers and responsibilities. It will become the employer of all staff and existing pay and condition arrangements will be maintained as the school will remain in the maintained sector and will honour national and local pay and condition agreements. The Governing Body will also

become responsible for student admissions but will continue to be bound by the School Admissions Code. The Governing Body will have day to day control over the school premises. The land and buildings will transfer to the Trust to be held in Trust for the duration of its relationship with the school.

All staff, both teaching and support staff, will retain their current terms and conditions when they transfer to the employment of the Governing Body. The school will set out the terms and conditions for new support staff and these will be in line with all current local agreements and will honour existing pension arrangements. On transfer staff will therefore enjoy the same terms and conditions of employment as in any maintained state school.

The Lord Silkin School will continue to teach the National Curriculum and will be inspected by Ofsted at appropriate times.

The Lord Silkin School will work in collaboration with the Local Authority in ensuring strict adherence to the National Code of Practice for Admissions within the local context.

4. **The Consultation**

The following were sent details of the proposals during the initial six week consultation period which ended on 27th February 2009.

- All staff – teaching and support staff
- Students of The Lord Silkin School
- All parents and carers
- Letter to feeder primary schools
- Governors
- Corporate Director of the Local Authority
- Local MP
- Parish Council
- Teacher Unions
- Unison
- Student Council meeting (8th January 2009)
- Meeting with potential Trust Partners (20th November 2008)
- Staff meeting
- Parents' meeting (6th and 12th February 2009)

Those consulted were invited to consider the proposals and to respond either verbally or in writing by 27th February 2009. All applicable statutory requirements in relation to the proposals to consult at all stages were complied with.

A full analysis of the feedback can be found in Appendix 1 together with a copy of the questionnaire issued to staff, parents/carers and students.

The Governors of The Lord Silkin School considered the responses from the consultation at a meeting on the 5th March 2009 at The Lord Silkin School. After taking into account the results of consideration, the Governors decided to proceed to the publication of the Statutory Proposal. Copies of the minutes of the relevant Governing Body meeting where Trust Status was discussed are

shown in Appendix 2. A copy of the original consultation document is available from Gloria Partridge, School Business Manager at The Lord Silkin School. The Governors have followed and complied with all aspects of applicable statutory guidance in relation to consultation over these proposals and have consulted at all stages as and when appropriate.

5. **Additional Information**

The Trust will be legally established with the Charities Commission and registered as a company limited by guarantee with Companies House. The Charities Commission will regulate its activities.

Trustees will not be able to derive an income from the Trust. Any income obtained by the Trust has to be used in accordance with its Charitable Objects.

The Trust will meet a minimum of three times a year (alongside school governance as required). The voting Trustees will be nominated by the Trust member organisations and checked by the governing body to ensure that they comply with DCSF legislation. This screening will include a CRB check. The Chair of the Trust will be elected from the Trustees.

6. **Raising Standards**

Trust Status will cement the already strong links we have with each of our partners and our feeder primary schools connecting us to a wider breadth of expertise and opportunities to enable us to raise aspirations and standards even further for our students. Our increased autonomy will enable Governors to take decisions that are right for The Lord Silkin School and will energise them with a new sense of adventure and responsibility.

The Governing Body believe that obtaining Trust Status is a positive move forward in transforming education for all within our community.

Appendix 1

Feedback from the Initial Consultation process

The views of people consulted:

Very little response was received from either staff, parents or other stakeholders. The results of the initial consultation were as follows:

Please comment on whether you support the proposal that The Lord Silkin School adopts Trust Status

	YES	NOT SURE	NO	Total Questionnaires issued
PARENTS	10	0	0	600
STAFF	21	0	0	92
STUDENTS	165	205	7	622
OTHER	1	0	1	Unknown

No responses were received from the Primary Schools. No parents attended the two open meetings to discuss Trust Status.

We received a letter from David Wright our local MP in response to the consultation which says:

"I was extremely pleased to see that the initiative, which I fully support, is being supported by a broad based charity. The partnerships you outline in your letter are very exciting and will provide significant new opportunities for young people in the area, notably those in the 14-19 age range.

The learning village concept is one that I strongly support as it will ensure that the school strengthens its role in the community."

The Trust Consultation feedback was reported to Governors at their meeting on 5th March 2009, the Daily Bulletin to staff on 11th March 2009 and included in the Parents' Letter sent on Monday 16th March 2009. Because of the high level of 'Not Sure' responses from students a separate letter has been sent to all students informing them of the outcome of the Consultation and also reiterating what the benefits of a Trust school are.

Analysis of the feedback forms:

Question 1: Support for the Proposal

Comments made by those in favour of the proposals included that it would give students more opportunities (5), that the staff can be trusted to make the right decision (2). There were general comments about it being really good, a great idea (12). One said that there would be more choice of lessons and that it would help students learn and another that it would develop a whole community learning experience.

One said that it was a good idea but raised the concern of it going wrong. Several responses from students stated that they didn't understand what was meant by the Trust (6).

Question 2: Support for the Vision

Those in favour believed that it provided a firm basis on which to plan for a successful future. Others that it was a good vision (7), and one said that it was good to be a part of it. Another commented that it was positive in principle but wondered what the governors, pupils and staff really thought. Just 3 said they didn't understand.

Question 3: The choice of Trust Partners

Several said that the choice of partners was a good one and that it would create more opportunities (16), some also said that it would make it easier if students wanted to go on to Further and Higher education. Another response was that it was a fantastic development for the Sturchley community and surrounding areas. One concern asked if the partners were willing to put the students first and that the link between home and school was not lost.

Question 4: Composition of the Governing Body

One comment said that by implementing this proposal it ensured that the day to day running of the Trust Status would be overseen by existing governors in partnership with the newly appointed Trust Governors. One stated that it was very good because everyone will work together. Another called it a "friendship". Two replies said that although they weren't really sure what it meant it was still a good idea.

One question raised was whether the Governing Body was federated or led by the Governors. They hoped that it was led by Governors and that it would remain the same.

Question 5: Other Comments

One response stated that this was the most exciting development for The Lord Silkin School, the Trust Partners and the wider community as a whole. One asked if the school would be separated into separate centres and what would the existing school be. One question asked was if staff would have to reapply for their jobs as it would be very disruptive to students. The same person commented that even though all three schools were important in their own way, the secondary school is where the most important focus should be because of exams etc.

Another parent said that she fully supported the Proposal as she felt those schools who were not Trust schools seemed to have less prominence within the community and felt that Trust Status would improve our standing both with the Local Authority and within the community.

Responses to issues raised:

1. *I am unclear what the advantages of Trust Status are.*

Being a Trust school will enable us to forge long-term sustainable relationships with all our external partners which will create a new source of dynamism and help raise standards across the school. We will be able to build on the already successful elements within school which are already working to raise standards.

2. *You must ensure that existing advantages are not lost and disruption to students is kept to a minimum.*

There will be no disruption to students at all as the business of delivering the curriculum will not change. Being a Trust school will enable us to further extend the advantages that our students have through a wide and varied curriculum.

3. *Were other learning providers/businesses involved?*

Other businesses were approached but were unable to make a response by the deadline we had to start the Consultation process. However, once we have obtained Trust Status other learning providers/businesses can join the partnership at a later date with the approval of the Trust members.

4. *Is there a possibility of anything going wrong?*

We do not foresee anything going wrong as the Governors of the school will be the majority, with a minority number being appointed by the Trust. Therefore the running of the school will not differ in any great way from how it is run at present.

5. *What about Hollinswood Junior School?*

Hollinswood Junior School has always been one of our feeder primary schools and will continue to be so. We have strong links with them which we will continue to develop through the Trust.

6. *Because of the number of schools involved with the partners how well will it work?*

A number of our students are already attending courses at TCAT and this has proved to be extremely successful and it works very well. We also have links with the University of Wolverhampton and this will give us the opportunity to build on those and expand opportunities for the community to access learning. Our present link with Fabweld is also extremely successful, with one of their Managing Directors coming into school to mentor some of our students.

7. *Some of the schools are primary and may not understand how secondary schools work.*

Some teaching staff from The Lord Silkin School at present go into the feeder primaries to do some teaching of subjects such as Modern Foreign Languages, Drama, Dance. We also have pupils from our feeder primaries coming here for science and drama lessons. This enables both the staff and pupils of the primaries to experience the way teaching is approached in a secondary school. This has proved to be extremely successful.

8. *Some students prefer vocational subjects – how will Trust status benefit them?*

The Trust will benefit those students who prefer vocational subjects and it will open up even more possibilities for them to attend courses at TCAT and the University of Wolverhampton and to gain regular work experience in a successful manufacturing company such as Fabweld.

9. Will the school be separated into different centres?

The only separate centre will be the 14-19 Skills Centre which will be part of the new build in 2012.

10. What will the existing school be like?

The existing Lord Silkin School will not change. The only change that will take place is when it is rebuilt in 2012 as part of the Building Schools for the Future project.

11. Will staff have to reapply for their jobs?

No staff will have to reapply for their jobs. They will be employed under the same terms and conditions as at present.