



# Trust schools

North East Bedford Learning Trust  
Open Evening 26<sup>th</sup> November  
2008



# Trust Schools

- Aims/Intentions
- Process
- Implications for all involved



# ‘Higher Standards, Better Schools for All’

- ‘. . . a way for schools to raise standards through strengthening collaboration and drawing on the expertise and energy of their partners to support the school’s strategic leadership’
- Support from Local Authorities

# Trust schools in Bedford: Aims

Raise standards by:

- Identifying a theme that will raise aspirations
- Enhancing and informing collaboration within the Bedford Learning Community
- Developing a coherent identity that will have influence



# Trust Status process- Foundation Status plus . . .

The Governing Body leads the process through 5 stages:

1. Decisions on who to work with and how
2. Consultation with stakeholders
3. Publication of Statutory Proposals
4. A formal decision to implement
5. Implementation

***The Trust must be set up during stages 1-4 in preparation for stage 5.***


***Foundation and Trust status can be acquired at the same time.***





# Trust schools: process

Process agreed with Trust Development Board:

- Research Phase [Up to September 2008]
  - Consultation [Up to December 2008]
  - Implementation [From April 2009]
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# Foundation status

brings:

- autonomy
- self-governance
- some ability to benefit from charitable status


Governing Body:

- owns lands and buildings
  - employs staff
  - sets admissions criteria within agreed code
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# Trust status

brings:

- opportunities to bid for grants and generate income
  - formalised, sustained partnerships between schools and external partners
  - opportunity to select a theme
- 

# Trust status

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Governing Body:

- has same responsibilities as Foundation status
- is joined by Trustees appointed in conjunction with partners
- retains current levels of responsibility




# Trust status

- An LA maintained school, funded on that basis and included in all strategic plans (eg BSF)
  - LA has powers of intervention, and provides 'support and challenge' through the SIP
  - Adheres to national agreements on teachers' pay and conditions
  - Follows the national curriculum
  - Is inspected by Ofsted
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# The Trust

- A separate entity from the Governing Body
  - Appoints some governors to each school – majority of 2
  - Holds the land and assets in trust for the purposes of the school(s)
  - Must have a secretary, a registered office, records of trustees & members
  - Keep accounts and be audited (if applicable)
  - Must promote equality of opportunity, racial harmony and community cohesion
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# Trustees / Partners


- The Governing Body selects the type and number of partners it wants to work with
  - Partners can come from all walks of life – eg HEI, FEI, business, charitable group, community group, non-commercial organisations etc
  - University of Bedfordshire, Bedford College, The Bedford Charity [The Harpur Trust], Bedfordshire Police
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# Benefits of Trust Status

- Using partnerships / expertise which contribute to the standards agenda
  - Perpetuating good practice / supporting others
  - Addressing local and specific needs
  - Opportunities for greater efficiency – economies of scale
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# Benefits to partners

- Increased awareness of organisation as employer/brand
  - The chance to involve staff in outside projects potentially increasing their skills and knowledge base
  - Contribution to Corporate Social Responsibility
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# Implications

- Senior Leadership Team:
  - involvement with partners at the Trust Board

# Implications

## ➤ Governors:

- representation at the Trust Board
- Trust representation by 2 Governors on Governing Body

# Implications

- Staff [teaching and non-teaching]
  - no difference in terms and conditions of employment
  - support and extra resources in delivering personalising learning

# Implications

## ➤ Students:

- activities to underpin learning
- presence of partner representatives to work with teachers.

# Implications

## ➤ Parents

- enriched learning experiences for students
- standards raised

# Timeline

<b>Activity</b>	<b>Start Date</b>	<b>End date</b>
Confirm Structure	01/09/08	30/09/08
Confirm Theme	01/09/08	30/09/08
Identify Partners	01/09/08	17/10/08
Confirm Partners	01/09/08	03/11/08
GB approval: Foundation status	01/09/08	31/10/08
GB approval: Trust status	01/09/08	31/10/08
Prepare Consultation documents	30/09/08	31/10/08
Consultation	31/10/08	19/12/08
Collate results from Consultation	31/10/08	16/01/09
Formal proposal: draft	16/01/09	13/02/09
Formal proposal: submit	13/02/09	28/02/09
Formal proposal: accepted	28/02/09	31/03/09
Implementation confirmed	31/03/09	30/04/09

# Timeline

- **The period during which we can access the start-up funding will end in March 2009**
- **Invoices will have to be presented in February 2009**
- **It is likely that schools will have to meet costs, for example legal fees, from their own resources and then claim through the invoices presented in February**
- **The Start dates are suggestions only – schools can begin at a date that meets their situation**
- **The End dates are the final dates by which a particular activity should be finished, but school are encouraged to progress as quickly as possible, using these dates as a guide only.**
- **The process will be flexible enough to allow schools to progress at a pace suitable for them. The model we have of the Trust will develop as we move through the next phase, and will allow schools to join at a time appropriate for their situation.**