



**Castle Lower
School**



Trust! What?, Why? and How?

Looking at 'Trust' status

24.11.08

Aims of Presentation

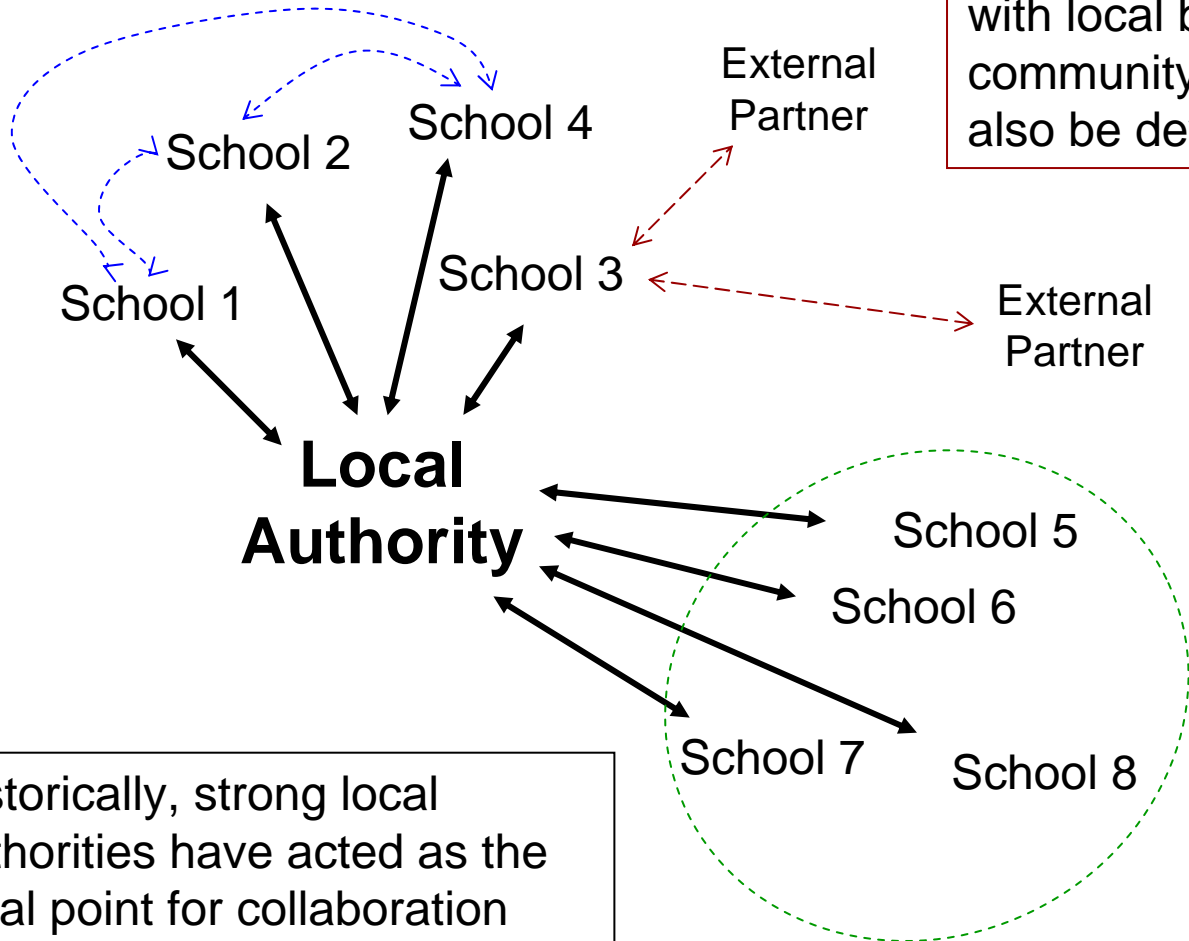
- To recap on **what** a 'Trust' is
- To provide a view of **why** we might want to move towards 'Trust' status and what the benefits would be
- To cover the main points of **how** we might move towards Trust status
- To cover points on implications for staff

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Schools could also develop informal links with each other, on a bilateral basis e.g. to exchange good practice

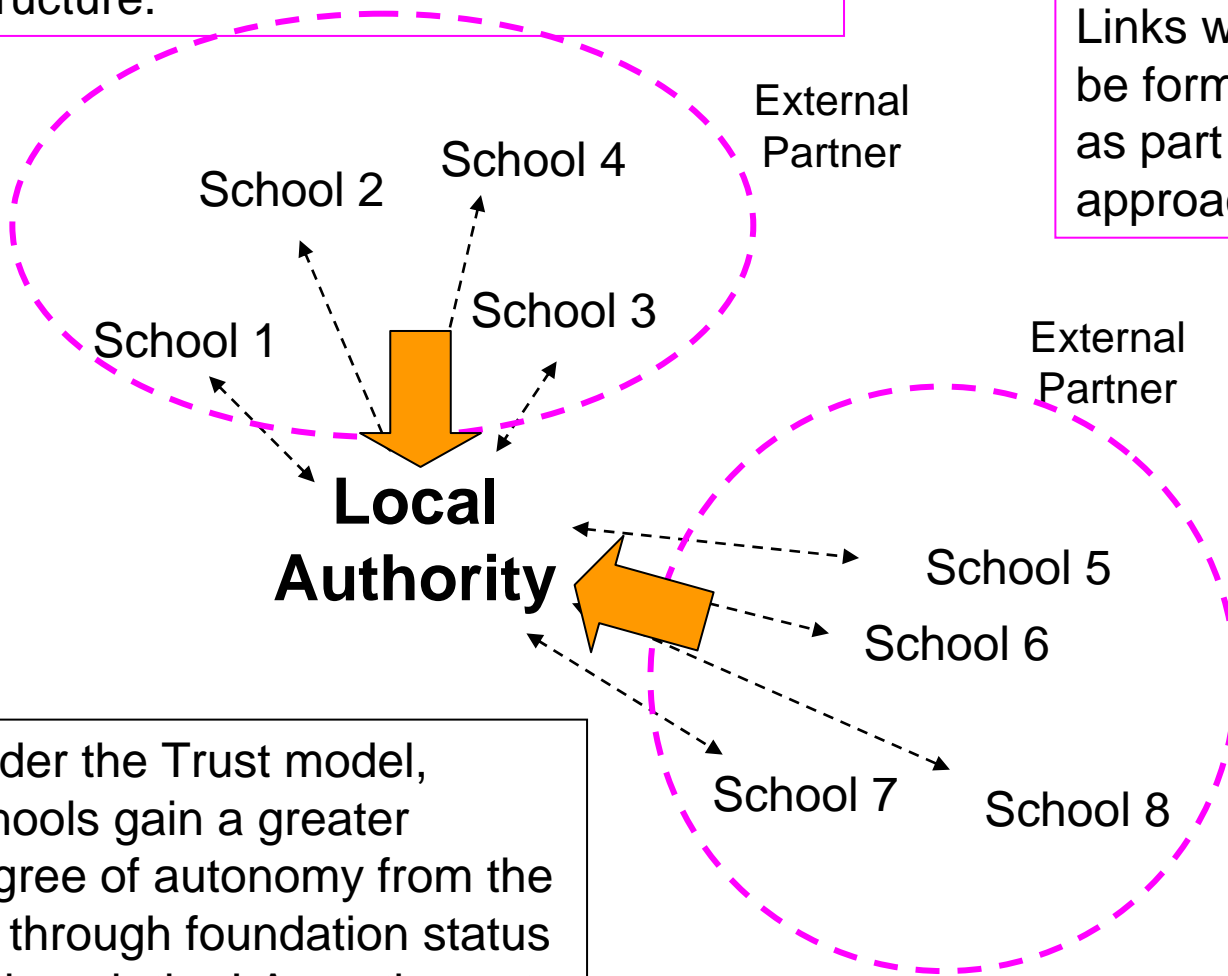
Links and informal partnerships with local businesses or other community organisations could also be developed by schools



Historically, strong local authorities have acted as the focal point for collaboration and co-ordination between schools

The “learning community” structure provided centrally funded resources to facilitate local collaboration

Increased autonomy from the LA is not an end in itself : it is a pre-condition that enables formalised collaboration between schools within the Trust structure.



Links with Partners can also be formalised and developed as part of the collaborative approach within the Trust

Under the Trust model, schools gain a greater degree of autonomy from the LA through foundation status (although the LA continues to play an important role)

Autonomy and formalised collaboration through Trust status can strengthen schools' collective influence on the LA (and with external suppliers)

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Why - OfSTED

- ‘the record of rapid improvement over the last two years and the high quality of education provided all demonstrate that the school has an excellent capacity to improve even more’. (OfSTED April 2008)
- So how do we move education on at Castle and how do we improve it further?

What do we need to do?

- Look to other schools, educational partners and business partners to provide Castle Lower with support and sharing of good practice.
- Form a Trust

Trust status – the Vision

- To further develop standards by increasing learning opportunities for the whole school community by forming a Trust with a cluster of schools who have a similar vision.

Schools that have expressed an interest in working together to form a Trust

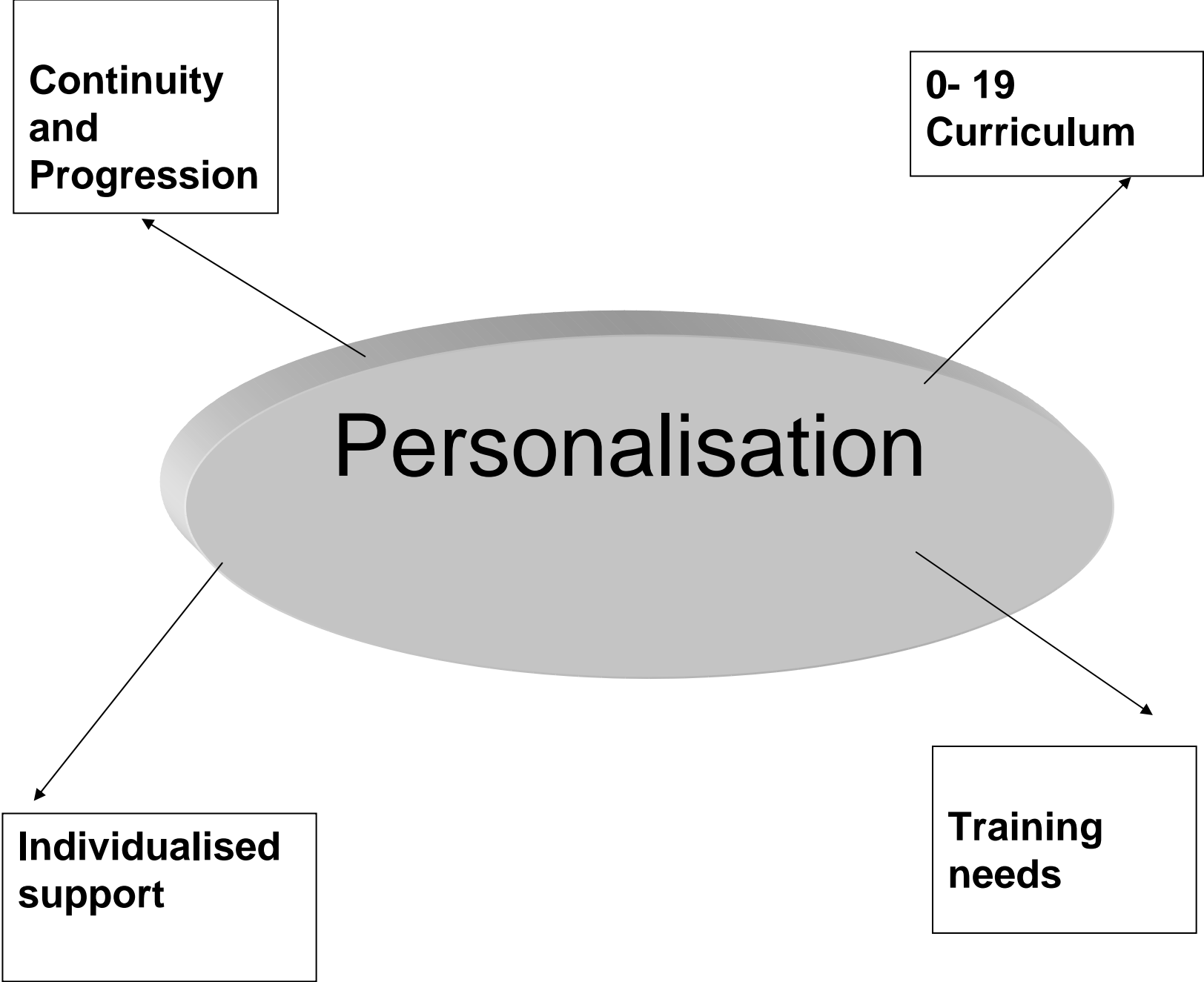
- Castle Lower School
- The Hills Lower School
- Hazeldene Lower School
- Goldington Green Lower School
- Putnoe Lower School
- Newnham Middle
- Goldington Middle
- Mark Rutherford Upper

Structure

- The proposed structure for the trust would be these schools plus external partners. At this stage, the proposed partners are Bedford College, the University of Bedfordshire, The Bedford Charity (Harpur Trust) and Bedfordshire Police, but more partners could be agreed after the trust is formed, in line with the government's legislation on trust schools.

The Theme

- All schools obviously have their own priorities
- One thing that all the schools have expressed an interest in is developing Every Child Matters through the **Personalisation of learning**





Continuity and Progression

- Similar school ethos
 - PSCHE programme
 - Behaviour policy
- Share a pupil tracking system and curriculum target setting
- Moderate work together
- Share staff expertise
- Share curriculum coverage
- Target set together
- Share expertise and good practice among governing bodies

Curriculum

- 0 - 19 curriculum
- Project based enquiry learning
- Focus on skills and competencies as well as knowledge
- Pupil playing a larger role in the curriculum
- Flexible timetabling
- Develop the extended curriculum

Individualised support for pupils

- Extra support for all children in school
- More time for pupil conferencing
- Greater support for significant groups of pupils
- Greater focus on areas of need
- Students accessing work from home

Training/Learning opportunities for the school community

- Children
- Teachers
- Parents
- Governors
- Local community

Benefits for the School Community

- Greater continuity and progression in learning and general practice between feeder schools
- Developing high levels of self-esteem in the local community
- Continual development of teaching and learning skills
- Development of the curriculum, including extra curricular activities

Benefits for the School Community

- Development of the extended services agenda
- Tailored support for children and teachers from College and University
- Will attract possible new training organisations
- Can bid for funding to support the training initiatives and the management of them

Benefits for the School Community

- Greater sharing of good practice between schools
- Greater range of leadership and management expertise in the Trust
- Further develop the school site to increase learning opportunities

Implications for staff

- How will the Trust ensure that in the future the Burgundy book and all Local Authority agreements will be accepted?
- Will future appointments be made under the same terms and conditions that existing staff have protected under TUPE rules?
- What will guarantee the school's participation in the Teachers' Pension Scheme?
- **See handout**

Implications for staff

- What is the attitude of the Local Authority to the scheme with reference to the LGPS for support and other non-teaching staff?
- *The Local Authority has already agreed to this as there are a number of open trust schools in the authority.*

Implications for staff

- Will the Trust guarantee to recognise all teacher and non-teacher trade unions as currently recognised by the local authority?
- *Yes. This reflects other trusts.*
- *The Trust itself has no powers to interfere with the direction of school or decision-making of the school. This remains the responsibility of the governing body. A useful comparison would be with VA schools in the authority – their governing bodies recognise all unions and professional associations – it is the right of staff in schools to belong to these bodies and this will be the same in trust schools.*

Implications for staff

- Would you see the curriculum changing because of Trust status?
- *No. Trust schools are LA maintained schools, and therefore must teach the National Curriculum and are inspected by Ofsted. We would still teach from the Literacy and Numeracy Frameworks and the International Primary Curriculum. The trust's theme of personalising learning would support the curriculum.*

Implications for staff

- What would the admission policy of the school look like?
- *We are proposing that the school would retain the current admission policy administered through the LA. Trust schools are bound by the national School Admissions Code.*

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Process of forming a Trust – key steps

- Confirm a structure – 9th October 2008
- Confirm a theme – 9th October 2008
- Identify and then confirm partners – 23rd October to 14th November 2008
- Approval of each school's governing body to apply for Foundation Status and Trust Status (can be done simultaneously) Note final decision not until later – 5th November 2009
- Formal consultation with parents and other stakeholders – 14th November 12th December 2008
- Collate results from consultation – January 2009
- Reports to Governors on results of consultation, formal proposal and final vote of governors – 3rd February 2009
- Implementation confirmed – April 2009