



LEEDS LEARNING ALLIANCE

INCLUSIVE | COLLABORATIVE | AMBITIOUS

PUBLIC CONSULTATION | **BOOKLET ONE**

CHANGING TO FOUNDATION SCHOOL CATEGORY AND ACQUIRING A CHARITABLE TRUST - **A RATIONALE**

PARTNERS

Leeds Trinity University

Leeds College of Building

Leeds Rhinos Foundation

Leeds Local Authority

Bankside Primary School

Carr Manor Community School

Wetherby High School

THE REASON FOR THE CONSULTATION

The Governing Bodies of Bankside Primary School and Carr Manor Community School are proposing to change their legal school category from Community School to Foundation School and at the same time acquire a charitable Trust to be called the Leeds Learning Alliance.

WHAT WE WOULD LIKE YOU TO DO NEXT

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 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 schools, 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.
- b) Attending one of the consultation meetings (see inside for details);
- c) Completing the Questionnaire Response Form you have been sent and returning it to the school.



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1. EXECUTIVE SUMMARY

1.1 The Governing Bodies of Bankside Primary School and Carr Manor Community School are proposing a change of school category from Community School to Foundation School and simultaneously to acquire a Trust called the Leeds Learning Alliance. The proposed date of implementation is 5 April 2019.

The Alliance will be Foundation Trust.

1.2 The schools, supported by the partners, will work to improve the existing high standards of attainment and services for pupils and their families in the local community.

1.3 As Foundation schools, we will still be part of the local authority family of schools, have the opportunity to be supported by a Charitable Trust set up to help the drive for improved standards in schools, in particular, through engaging with the wider community. The Governing Bodies of the schools are proposing to acquire, through a Trust, a long-term Alliance that brings together key organisations across Leeds. Other partners may also support the work of the Alliance.

1.4 The Governing Bodies of the schools 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 schools 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. The Alliance will hold the land and capital assets in trust for the schools and the Governing Bodies will retain day-to-day responsibility for managing these assets.

1.5 The full consultation documentation 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 schools, 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 schools or from the schools' 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 Tuesday 8th January to noon Tuesday 19th February 2019.

1.7 The Governing Bodies will consider the outcome of the consultation and then decide on whether to change category and establish a charitable trust or to remain a community school.

1.8 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 documentation or process pre-determines the outcome of the consultation.

1.9 In order to make the change the Governing Bodies are legally proposing to change category from being Community Schools to become Foundation Schools, and at the same time, formally acquire a Trust to be called the Leeds Learning Alliance.

2. VISION AND VALUES

2.1 Vision:

We are a community of Leeds-based learning organisations, with a common ethos and set of values, which shares a vision of supporting our children, young people and families to be successful, healthy and confident learners at all stages of their lives.

We believe in respectful collaboration, restorative practice and inclusive education. We will use the resources of all the partners in the Alliance to promote the very best outcomes for the children, young people and adults in our organisations, ensuring:

- aspirational learning
- high achievement
- empowering relationships
- equality of access

‘inclusive, collaborative, ambitious’

2.2 Values: The Leeds Learning Alliance is founded on the common values of:

- A community of learning partnerships which promotes all children and young people equally; that promotes inclusive and restorative education and is committed to keeping them happy, safe and healthy in school and to work with their families to achieve this.
- A community of learning partnerships which promotes high quality learning that values and respects individual needs and backgrounds of all our children and young people and the families whom the partnership serves.
- A community of learning partnerships which delivers a wide and enriching curriculum for all our children and young people and actively seeks opportunities to provide engaging and purposeful learning.
- A community of learning partnerships which respects the faiths and ethical values of all our children, young people and families whom the partnership serves.
- A community of learning partnerships which is committed to high quality professional development for all staff, to ensure the best education for all our children and young people.
- A community of learning partnerships that values the role of parents and carers in developing effective learners and is committed to supporting their contribution to creating strong educational partnership between home and school.
- A community of learning partnerships which actively works to promote a collaborative approach to sharing resources and the development of joint ventures.
- A community of learning partnerships which encourages professional collaboration and shared good practice to create self-motivated and engaged staff, dedicated to developing the best education for all our children and young people.
- A community of learning partnerships which values and respects the retention of organizational identities and autonomy.

2.3 These values and principles underpin the work of the Alliance and we believe contribute to strengthening the schools and its links with the local community.

3.WHAT ARE THE KEY AIMS OF THE ALLIANCE?

3.1 The Alliance's particular focus

The Leeds Learning Alliance is a partnership of ambitious organisations who are committed to inclusive practice and who prioritise collaboration.

The Alliance will focus on raising outcomes for all learners regardless of levels of need and background.

The Alliance will use and further develop restorative approaches to leadership, management and professional practice in order to secure inclusion, achievement and destinations.

The Alliance will explore the development of Peace Education in order to further develop an inclusive, equitable and effective culture of learning and wellbeing.

A relationship led approach to organisational development and to improving outcomes for all will include the following areas of focus:

- Sharing skills, methods and strategies to develop high quality teaching and learning
- High quality, relevant and as needed targeted professional development
- Rigorous quality assurance and collaboration to support improvement
- Promotion and education for health and well-being
- Securing appropriate destinations and pathways for all learners
- Partnership to maximizing resources and opportunities across the Alliance and with other organisations

3.2 How will the Alliance make a difference?

The Leeds Learning Alliance will make a difference through:

- Developing and sharing resource expertise in restorative leadership, management and professional practice
- Modelling collaborative work through partnerships and developing partnership programmes focused on improving outcomes for learners and for communities
- Developing and sharing effective, efficient and sustainable organisation and partnership models
- Research and publishing best practice in the fields of education, leadership, management, teaching and learning, inclusion, restorative practices, character development and well-being
- Developing a highly skilled and ambitious workforce motivated to work inclusively and collaboratively.

The schools and partners are ambitious, and wish to further accelerate the pace of improvement, and want to form key partnerships with organisations with values akin to ours, with appropriate expertise to engage our learners and our community more actively in social change and to help us value and reward achievement in a wider range of formal and informal settings.

3.3 How the Partnership may develop

We envisage that the Partnership will expand. Other local schools may join us; other partners may also join. Alongside these we are developing partnerships to provide support in other areas. These organisations may work through membership of the Alliance or develop into formal partners.

4. HOW THE ALLIANCE WORKS?

- 4.1** The Alliance is a charitable company meeting the legal and other requirements of the Department for Education (DfE). It carries out its duties in relation to schools as set out by the DfE, specifically by appointing two governors to the Governing Body of each school and by holding the land mutually in trust for its school community.
- 4.2** The Alliance will be regulated by the Secretary of State (as are all educational trusts and academies) and by the DfE and is registered as a company limited by guarantee with Companies House.
- 4.3** Directors will not be able to derive an income from the Alliance, but the Alliance may become an employer as it develops its objectives in providing services and/or commissioning services. Any income generated by Alliance is used to support its charitable aims. The Alliance does not seek to alter the individual characteristics of the schools and it does not seek to change the character (religious or otherwise) of the schools.
- 4.4** The Alliance will meet a minimum of three times per year (coordinated with school governance as required).
- 4.5** The Alliance works with other people and organisations, as appropriate, in order to carry out its work. As the Alliance develops its work in the future, it may be appropriate to consider additional partners. There will be a process involving Directors to ensure that any future partner will comply fully with the vision, values and aims of the Alliance.
- 4.6** The Alliance is made up of the schools and partners as shown in Appendix B. If other schools join the Alliance, then all schools will also have two Directors.
- 4.7** The Alliance will appoint a minority of governors at the school (see Appendix C).
- 4.8** The Alliance has an ethos of co-operation and democracy. It seeks 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 form the Alliance, the schools are required to change their current category and become a Foundation School. In acquiring Foundation Category, the Governing Bodies and not the Alliance, will assume new responsibilities, including responsibility for the employment of staff and the admission of learners to the schools. In addition, the Alliance will hold the land and assets in trust for the schools. The Governing Bodies will retain day-to-day responsibility for managing the assets, as is the case in the present situation.
- 5.2** 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 Bodies.
- 5.3** 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 Bodies 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.
- 5.4** The schools will continue to teach the National Curriculum and will be inspected by Ofsted at appropriate times.

5.5 The Governing Bodies will continue to have day-to-day control of the schools' land and assets (which the Alliance will hold 'in trust' for the schools), as is the case at present.

5.6 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 schools 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 Alliance schools as part of the Local Authority process. The schools will continue to work 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, an Alliance school's Governing Body has the right to review admissions arrangements as deemed appropriate.

6.2 The current situation of appointing Parent, Co-opted, Local Authority and Staff Governors will be maintained. However, the Governing Bodies will now have a minority of governors appointed by the Alliance, probably the legal minimum of two. (see Appendix C).

It is envisaged that the new Alliance arrangements will contribute significantly to a further improvement in the schools' performance and a better educational experience and outcome 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 Bodies of the schools. Employees will be employed by their school's Governing Bodies 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 (Alliance). We will still be bound by the School Teachers' Pay and Conditions Document.

7.2 The Governing Bodies 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 Bodies, 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 Alliance.

8. THE CONSULTATION PROCESS

8.1 Please let us know what you think about the proposal by one or more of the following ways:

- a) Complete and return the Consultation Questionnaire.
- b) Send in your comments to the school.
- c) 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:

BANKSIDE PRIMARY SCHOOL:

14th January 2019: Staff meeting 9.30 am

15th January 2019: Parents/Carers meeting 2.00pm

CARR MANOR COMMUNITY SCHOOL:

16th January 2019: Staff meeting 3.30 pm, Parents/Carers 5.00 pm

Additionally, an Open Meeting will be held at Carr Manor Community School on 16th January 2019 at 7.00pm for anyone interested in the proposal or anyone who has not been able to attend any of the above meetings.

8.2 You can comment at any time from noon Tuesday 8th January 2019 to noon Tuesday 19th February 2019.

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 schools' website. Individual responses 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 meetings to review the report and all the comments before reaching an informed decision.

8.3 The Governing Bodies may decide to:

- a) Modify the proposal in the light of suggestions made during consultation and, if the changes are significant, consult on the changes.
- b) Defer the proposals to another time.
- c) Decide to remain as a community school without any changes
- d) Continue the process to become a foundation school and establish the Alliance.

8.4 The proposed implementation date is 5th April 2019

8.5 Copies of all the consultation documents can be obtained from the school websites or from the schools.

8.6 If you have any queries about anything you have read here and would like further clarification, please contact the Headteacher at the relevant school:

BANKSIDE PRIMARY SCHOOL - Shepherds Lane, Leeds, West Yorkshire, LS8 5AW

Telephone: 0113 336 8383 Email: school.office@banksideprimary.org

CARR MANOR COMMUNITY SCHOOL - Carr Manor Road, Leeds, West Yorkshire, LS17 5DJ

Telephone: 0113 336 8401 (Primary) Email: info@carrmanor.org.uk
0113 336 8400 (Secondary)

9. LIST OF CONSULTEES

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

- Pupils currently at the school (through school council).
- Parents/carers of children currently at the school.
- Staff currently employed at the school, both teaching and support staff.
- All schools currently sending children to the school.
- The Local Authority.
- Local MPs and serving local Councillors.
- The local Teacher Associations and Trade Unions representing our support staff.
- Other neighbouring schools which may be affected by the proposals.
- Local Community Groups including nurseries, child care providers, Mosques, sports and leisure providers.
- Local Children's' Centres.
- Local and neighbouring Colleges and Higher Education Institutes.

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

APPENDIX A: PARTNERS

Leeds Trinity University

Leeds College of Building

Leeds Rhinos Foundation

Leeds Local Authority

Bankside Primary School

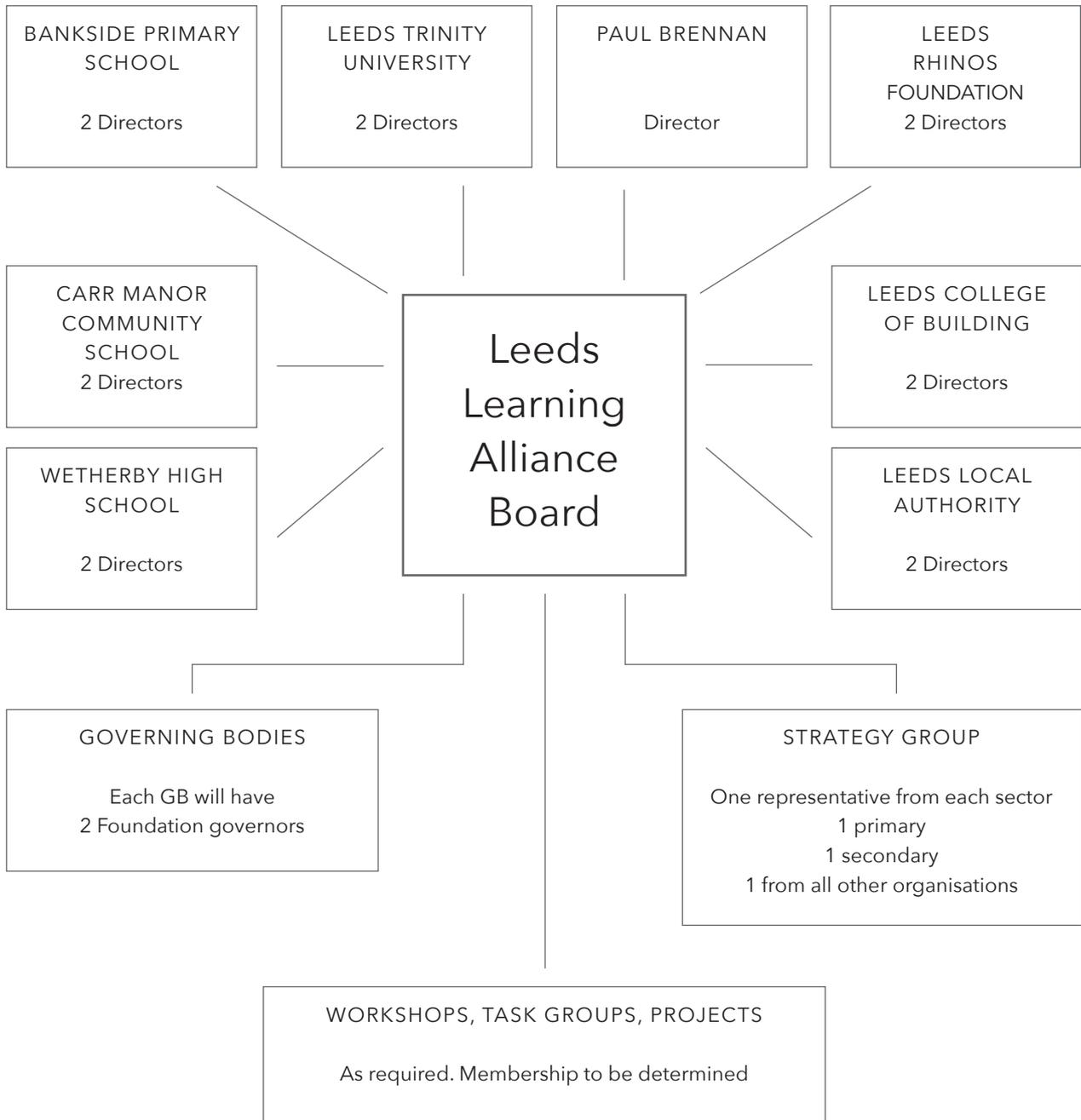
Carr Manor Community School

Wetherby High School is currently undertaking a consultation on removing their existing Trust in order to also join the Leeds Learning Alliance (schools can only be a member of one Trust). However the Governing Body are keen to say that should the consultation result in the school staying with their existing Trust, they would still want to be an associate partner of the Leeds Learning Alliance.

APPENDIX B: TRUST STRUCTURE: FOUNDING PARTNER ORGANISATIONS

PARTNERS	DIRECTOR	PROPOSED CONTRIBUTION TO ALLIANCE
Founding Partner Schools Bankside Primary School Carr Manor Community School	2 Directors	<ul style="list-style-type: none"> • Improved outcomes for all children, every child expected to make progress at least in line with, and for many above, national expectations • Every school will be well led, purposeful and governed • All staff are motivated to self-improve and aspire to excellence • All schools are to be judged good or better following Inspections • Schools will be valued by their community
Partner school Wetherby High School Partner Organisations Leeds College of Building Leeds Local Authority Leeds Rhinos Foundation Leeds Trinity University	2 Directors 2 Directors	To work within the Alliance to help deliver on its vision to create an environment which will support the learning needs of the whole community, offering inclusivity, lifelong learning opportunities and improved children’s services through mutually agreed aims and values.
Alliance Board		The Alliance Board will oversee the work of the Alliance. They are responsible for setting the strategic direction, monitoring performance, ensuring the Alliance is compliant with Companies House regulations including agreeing and submitting accounts.
Governing Bodies		Governing Bodies will continue to be responsible for the performance of the individual schools. Two governors will take on the responsibility of foundation governors. Governors can be represented on the Alliance Board
External Partners		To engage fully with the Alliance, to share and support aims that are in keeping with the Alliance’s values and principles.

APPENDIX B: TRUST STRUCTURE: FOUNDING PARTNER ORGANISATIONS



APPENDIX C: GOVERNING BODY STRUCTURE

From 1 September 2012, 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 Headteacher;
- One staff governor;
- At least two parent governors;
- One Local Authority governor;
- At least two, but no more than 45% of the total, foundation governors appointed by the named Trust; in our case we are proposing the legal minimum of two.
- As many co-opted governors as the governing body consider 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 Headteacher position in this figure.

In our case we are proposing that changes should be minimal when compared with the 'old' (Pre-September 2012) composition of our Governing Body.