

Trust School Proposal – Statutory Proposals

1 Introductory Information

1a School Details

This is a proposal for The Radclyffe School to change category from Community to Foundation and acquire Trust status with those detailed in section 3c.

The Radclyffe School
Hunt Lane
Chadderton
Oldham
Greater Manchester
OL9 0LS
admin@theradclyffeschool.co.uk

1b Dates

The proposed implementation date is 1st May 2010.

1c Objections or comments

- Within four weeks from the date of publication of these proposals, **by noon on 26th March 2010**, any person may object to or make comments on the proposals by writing to the above school.

1d Consultation

A great deal of consultation has taken place with regard to these proposals.

- i) Our consultation document (copy in Appendix 1) was issued on 13 January 2010 to all consultees listed in section 9 of the consultation document and published on the website. Additional copies of the consultation document were supplied in response to suggestions.
- ii) The results of this extensive consultation exercise, including feedback and notes from meetings, were summarised in a report for the governing body and this report is attached (copy in Appendix 2).
- iii) In total approximately 3,500 consultation documents were distributed to staff, pupils, councillors and all other stakeholders required by statute. There were separate staff, parent, and public meetings at the school and meetings with the unions, the partners and the local authority to discuss the proposed alterations. Additional copies of the consultation document were available from the website and copies of the consultation document were also available in school for collection. (see Appendix 1).
- iv) Simultaneously with the public consultation students in the school were consulted through the student council.
- v) This process gave overwhelming support for the proposals.
- vi) There were 24 response forms returned from parents (one was also a member of staff and one was also a Governor) with 23 supporting the proposal, 0 “Not Sure” and 1 against the proposals. (See Appendix 2)
- vii) There were 27 response forms returned from members of staff at the school with 23 supporting the proposal, 4 “Not Sure” and 0 against the proposals (See Appendix 2).
- viii) There were 2 response forms returned from Governors and both supported the proposals. (See Appendix 2)
- ix) There were 8 response forms returned from others (including one anonymous) with 7 supporting the proposal, 0 “Not Sure” and one against the proposal (See

- Appendix 2).
- x) During the staff meeting there were understandable concerns raised by staff regarding the impact that the change of employer would have on their terms, conditions and pension rights and these were echoed by the joint Union response (see Appendix 2).
 - xi) As the information provided in this section and Appendix 2 demonstrates, all statutory requirements about consulting on these proposals have been met.
 - xii) The Governing Body met to consider the consultation responses on 11th February 2010 and considered the issues raised.
 - xiii) Following careful consideration of the responses to the consultation, the Governing Body of the school decided no alterations were necessary to the proposal.

1e Alteration Description

Notice is given in accordance with section 19(3) of the Education and Inspections Act 2006 that:

- the governing body of The Radclyffe School intends to make a prescribed alteration to The Radclyffe School which is a community school located at The Radclyffe School, Hunt Lane, Chadderton, Oldham, Greater Manchester, OL9 0LS

The proposed alteration is to:

- Change school category from Community to Foundation; and
- together with one or more of the proposed partners to acquire a trust established otherwise than under the School Standards and Framework Act 1998.

2. Changing Category

a) The governing body of the school believes that forming a Trust will provide opportunities to improve learning in our community. The “The Radclyffe Co-operative Learning Trust” will enhance this model of lifelong learning and offer additional contacts, ideas, research possibilities, and professional consultancy, to improve educational provision across all ages and within our community.

b) The school’s admission authority will become the Governing Body of the school, but will still be subject to the Admissions Code and as part of the Oldham Council family of schools will continue to play its part in taking ‘hard to place’ students. Parents of students may exercise their right to apply for a place. There is no possibility that the school will become selective.

3. Acquiring a Trust

a) The name of the Trust that Governors intend to acquire from the 1st May 2010 is "The Radclyffe Co-operative Learning Trust".

b) The "The Radclyffe Co-operative Learning Trust" partner organisations plan to work in partnership and collaboration with our school. Forming the Trust body formalises that working relationship and ensures that relationships survive changes of personnel, for the benefit of The Radclyffe School and any other schools in the wider area joining the Trust in the future.

The rationale for acquiring the Trust, the contribution it will make, and the direction it will provide to the school can be summarised as:

- Working collaboratively to raise standards.
- Working inclusively with partners from education and training, employment and regeneration.
- Open and honest relationships with partners, helping each other reach common goals.
- Raising aspiration through embedding a 'life-long learning' ethos in the extended community.
- A global perspective rooted in the co-operative values of self help, self responsibility, democracy, equality, equity and solidarity.
- The ethical values of honesty, openness, social responsibility and caring for others.
- Membership open to parents, carers, members of the community, partners, learners, their extended families and staff.

c) The proposed partners of the trust are:

- The Radclyffe School
- Oldham Athletic AFC
- Oldham Primary Care Trust
- Oldham Sixth Form College
- University Campus Oldham
- Oldham Council
- The Co-operative Movement (at this stage represented by the Co-operative College)
- Stakeholder Forum

In addition learners at the school, parents, staff, members of the local community and local community organisations will be able to become members of the Trust. The Trust will have a Stakeholder Forum composed of members, which will be able to appoint trustees. As the Trust develops the Trust will welcome other schools joining the Trust.

The involvement of each of the partners in this project in no way prejudices their relationships with other education providers.

d) The Trust will appoint a minority of Governors on to the Governing Body of the school as defined in the consultation document (see Appendix 3).

e) Each partner will appoint one trustee each to serve on the board. The Stakeholder Forum will appoint three Trustees.

- f) The proposed constitution of the Governing body is shown in Appendix 3.
- g) The Trust's charitable objectives are to advance the education of the students in the The Radclyffe Co-operative Learning Trust remit.
- h) The proposed Trust does not act as Foundation for any other school at present.
- i) The Trust will meet the requirements on Trusts as detailed in School Organisation (Requirements as to Foundations) (England) Regulations 2007.
- j) The Trust will contribute to the advancement of education in The Radclyffe Co-operative Learning Trust by working with partners. The Trust will make a difference in the following ways:
- We are used to working collaboratively due to our HPSS (High Performing Specialist School) status. We moved into our brand new "state of the art" PFI school in February 2008. The new building provides an ideal opportunity for us to make a difference with our students and the community at large.
 - Our Trust will aim to support and strengthen community cohesion through the Co-operative Model. We have decided to use this model as it enables those who are directly involved in the school, parents, carers, staff and learners, to become engaged in its long-term strategic direction through membership of the Trust.
 - Acquiring Trust Status along the Co-operative model will help our school build long term sustainable relationships with partners. Links between our school and partner organisations are made permanent rather than being over reliant on current relationships between staff. By using their experience and expertise we will strengthen leadership and governance to help raise standards further.
 - We believe that engaging members, alongside the organisational partners detailed, is essential if we are to achieve our vision of transforming educational opportunities for all in the community we serve. It will also encourage our hard to reach members of learners' families, to become more involved in our educational offer.
 - The school is ambitious and aspires to be the best secondary school in the country.
 - We want to further accelerate the pace of improvement through partnerships with organisations with values akin to ours. They will offer appropriate expertise to engage our students 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.
 - With the educational landscape of Oldham changing with the advent of new Academies, Trust schools, Foundation schools, faith schools and the BSF programme, the school wishes to continue to develop its distinctive and compelling local "brand" so that it remains a credible and positive first choice for local parents.
- k) The school acquiring the Trust already works with other schools in the Local Area Partnership. This work will continue so that the entire Radclyffe Co-operative Learning Trust area, and not just the school acquiring the Trust, will offer community cohesion and development for our local community and will be part of a diverse range of educational provision in the area.

Signed

The Radclyffe School

26th February 2010

Appendix 1 – Consultation Booklets

The Radclyffe Co-operative Learning Trust



Including The Radclyffe 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 of Children, Schools and Families (DCSF) 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 the website www.theradcliffeschool.co.uk.

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1. Executive Summary

- 1.1 The Governing Body of The Radclyffe School is 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 Radclyffe Co-operative Learning Trust. The proposed date of implementation is 1 May 2010. The Trust will be a mutual Co-operative Membership Trust.
- 1.2 The school, supported by the Trust, will work to improve the existing high standards of attainment and services for students and their families in the local community.
- 1.3 This is a new type of school that, while still being part of the local authority family of schools, has the opportunity to be supported by a Charitable Trust set up to help the drive for improved standards in school in particular through engaging with the wider community. The Governing Body of the school is proposing to establish, through a Trust, a long term partnership that aims to bring together The Radclyffe School Governing Body; The Co-operative Movement (initially represented by the Co-operative College); Oldham Athletic AFC; Oldham Primary Care Trust (PCT); Oldham Sixth Form College; Oldham Local Authority and potentially University Campus Oldham
- 1.4 The Governing Body of the school will gain new powers and responsibilities. It 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 Body 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 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.
- 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 Wednesday 13th January 2010 to noon Wednesday 10th February 2010.
- 1.7 The Governing Body will consider the outcome of the consultation and then decide on whether to publish Statutory Proposals on changing category and acquiring 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 document or process pre-determines the outcome of the consultation.
- 1.9 In order to make the change the Governing Body is legally proposing to change category from a Community School to become a Foundation School, and at the same time, formally acquiring a Trust – The Radclyffe Co-operative Learning Trust.

2. Vision and Values

- 2.1 The Radclyffe School is a larger than average 11-16 Specialist Technology College in Oldham. The majority of students come from economically and socially diverse backgrounds. The percentage of students entitled to free school meals has risen in recent years and is now 29%. We see this not as a disadvantage but a GREAT OPPORTUNITY TO MAKE A DIFFERENCE to the current lives and future opportunities of these students and their families.

Over half of our students are of Bangladeshi, Pakistani, Kashmiri, Polish, Kosovo, African and Caribbean heritages. The largest single group is White British (just under 50% of the school population). This mix is representative of the school aged population of Oldham. We believe we are contributing significantly to community cohesion not only within school but in the borough of Oldham. Mutual Co-operative Trust status will be significant in helping us develop our work of serving our community and developing a global dimension.

We have worked hard to develop a culture of high aspirations and achievement amongst our students. This is central to our values and is enshrined in our mission statement of "Working Together for Excellence" which informs everything we do. This links closely with Co-operative values of self-help, self responsibility, democracy, equality, equity, solidarity, openness, social responsibility and caring for others. A key aim of gaining Trust status is to firmly establish and embed this ethos for the future.

We have seen a rapid improvement in the standards achieved by our students in recent years. In 2006 45% of students achieved 5 or more GCSEs at grade A*-C (24% 5+ including English and Maths). In 2009 76% of students achieved 5 or more GCSEs at grade A*-C (46% 5+ including English and Maths). We are among the top 15% of schools in the country for Value Added according to the latest Fischer Family Trust data and in 2007 were in the top 10%. Acquiring Trust status will help us to consistently achieve these high standards for students year after year.

The school has good relationships with its parents but we see continuing the development of our work with parental engagement as key. We believe that Co-operative Trust status will help to further develop these links and to enable



members of the community to have a greater share in the future of their school. All parties within the partnership will have a shared interest in developing a range of services and activities to support the Trust.

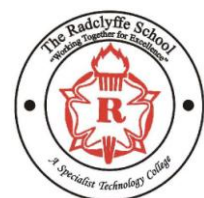
By acquiring a Trust, supported by a range of partners and stakeholders who are united behind these vision statements, The Radclyffe School hopes to not only transform the life chances of every student that passes through the school, but to have lasting positive impact on the wider community as well. We aim to provide the best education for all students in our area by working together to provide a personalised education for all, as well as promoting community cohesion.

- 2.2. As a Co-operative Trust, the 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. These values and principles will underpin the work of the Trust and we believe will contribute to strengthening the school and its links with the local community.

3. What will the Trust do?

3.1 What will be the Trust's particular focus?

- Working collaboratively to raise standards.
- Working inclusively with partners from education and training, employment and regeneration.
- Open and honest relationships with partners, helping each other reach common goals.
- Raising aspiration through embedding a 'life-long learning' ethos in the extended community.
- A global perspective rooted in the co-operative values of self-help, self-responsibility, democracy, equality, equity and solidarity.
- The ethical values of honesty, openness, social responsibility and caring for others.
- Membership open to parents, carers, members of the community, partners, learners, their extended families and staff.



3.2 What will each Partner bring to the Trust?

- **The Co-operative Movement:** The group has extensive experience (sponsoring Business and Enterprise Specialist Schools) in supporting educational establishments to develop and embed a co-operative “values driven ethos” across the school and across the curriculum. It will also help bring a global dimension to school and community perceptions, through national and international links with other co-operative educational institutions and organisations. In the short term it will be represented by the Co-operative College.
- **Oldham Athletic AFC:** We aim to build on the current strong links and partnership working to raise standards and inspire our students.
- **Oldham Primary Care Trust:** The school aims to further develop its existing links to enable it to more effectively address the ECM agenda.
- **Oldham Sixth Form College:** We would aim to build on the current strong links between the school and college so that community perceptions regarding further and higher education are actively countered, challenged and changed. Although a majority of our young people stay in education beyond 16 aspirations are low.
- **University Campus Oldham:** We hope to build on the links between the school and the University Campus Oldham and hope they will become a partner in our Trust and contribute to our desire of raising achievement and aspirations.
- **Oldham Local Authority:** We would aim to build on the strong supportive links between the school and the LA to help raise standards.

3.3 How will the Trust make a difference?

The Learning Partnership will make a difference in the following ways:

- We are used to working collaboratively due to our HPSS (High Performing Specialist School) status. We moved into our brand new "state of the art" PFI school in February 2008. The new building provides an ideal opportunity for us to make a difference with our students and the community at large.
- Our Trust will aim to support and strengthen community cohesion through the Co-operative Model. We have decided to use this model as it enables those who are directly involved in the school, parents/carers, staff and learners, to become engaged in its long-term strategic direction through membership of the Trust.
- Acquiring Trust Status along the mutual Co-operative model will help our school build long term sustainable relationships with partners. Links between our school and partner organisations are made permanent rather than being over reliant on current relationships between staff. By using their experience and expertise we will strengthen leadership and governance to help raise standards further.
- We believe that engaging members, alongside the organisational partners detailed, is essential if we are to achieve our vision of transforming educational opportunities for all in the community we serve. It will also encourage our hard to reach members of learners' families, to become more involved in our educational offer.



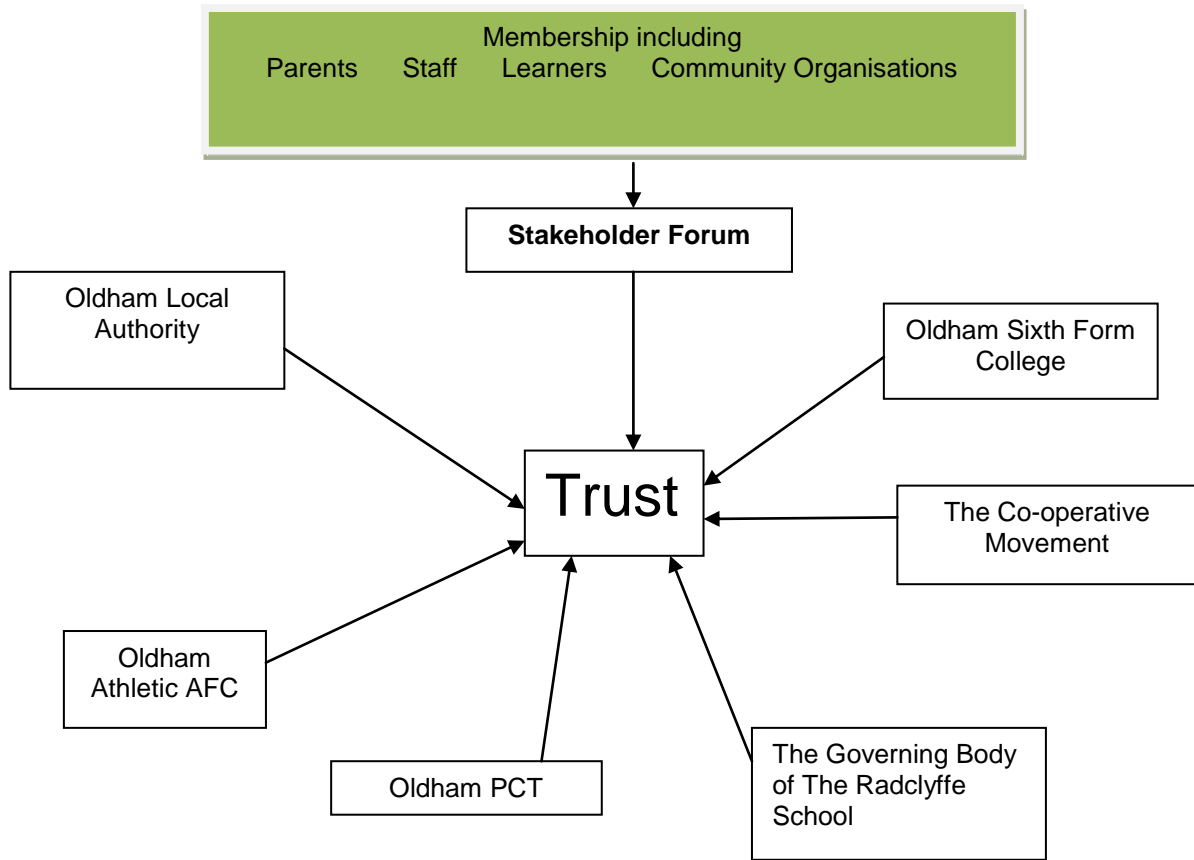
- The school is ambitious and aspires to be the best secondary school in the country.
- We want to further accelerate the pace of improvement through partnerships with organisations with values akin to ours. They will offer appropriate expertise to engage our students and our community more actively in social change, and to help us value and reward achievement in a wider range of formal and informal settings.
- With the educational landscape of Oldham changing with the advent of new Academies, Trust schools, Foundation schools, faith schools and the BSF programme, the school wishes to continue to develop its distinctive and compelling local "brand" so that it remains a credible and positive first choice for local parents.

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 DCSF. It will carry out its duties in relation to the school as set out by the DCSF, 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 on 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 the diagram below. For details of the proposed structure of the trust and the contributions partners will make see Appendix B.



Co-operative Trust Model



- 4.7 The Trust will appoint a minority of governors at the school (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. The Trust will help young people prepare for these challenges and their future as global citizens.

5. Foundation Category

- 5.1 To set up the Trust, the school is required to change its current category and become a Foundation School. 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. The Governing Body 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 Body.



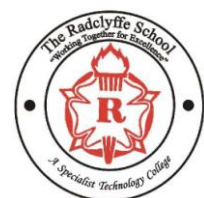
- 5.3 Existing and new teaching staff will continue to work under the terms of the 'School Teachers' Pay and Conditions Document' (STPCD). The School's Governing Body will set out the terms and conditions for new support staff which will be no less favourable than those applying to existing staff. All staff will, therefore, always enjoy as a minimum the same terms and conditions of employment as in any maintained state school.
- 5.4 The school will continue to teach the National Curriculum and will be inspected by Ofsted at appropriate times.
- 5.5 The 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.
- 5.6 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 students?

- 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 reserves the right to review admissions arrangements as deemed appropriate.
- 6.2 We do not propose changing the number of elected Parent Governors. The current situation of appointing 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).

All parents, carers and students currently attending a trust school may become full members of the trust (as may all students, staff and members of a range of defined supporting community organisations). 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.

The school ethos, including objectives relating to behaviour and performance and the school's vision and values will be strengthened by working within the framework of co-operative values. It is envisaged that the new partnership arrangements will contribute significantly to a further improvement in the school's 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 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 a member of the public, you are invited to come to the appropriate meeting to discuss the proposal.

Consultation meetings will be held at **The Radclyffe School** on Tuesday 19th January 2010 as follows:

Staff	-	3.30pm
Parents	-	5.00pm
Governors & Public	-	6.00pm

- Students at the school will be consulted through a separate special meeting of the Student Council to be held at 2pm on Tuesday 19th January 2010. Students will also be kept informed about this consultation process through assemblies.
- 8.2 You can comment at any time from noon Wednesday 13th January 2010 to noon Wednesday 10th February 2010.
- 8.3 After the consultation is closed all comments will be considered and a report will be prepared for the Governing Body. The report will be made available on the school website. Individual responses will not be published on the website but will be presented to the Governing Body and will be available for inspection by the public on request. The Governing Body will then hold a meeting to review the report and all the comments before reaching an informed decision.



- 8.4 The 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, re-consult on the changes; or
 - decide to remain as a community school without any changes.
- 8.5 If the school Governing Body decides to proceed and issues Statutory Notices there will be another chance to comment on the formal proposals before a final decision is taken by the school Governing Body.
- 8.6 The proposed implementation date is 1st May 2010.
- 8.7 Copies of all the consultation documents can be obtained from the school website or from the school. A translation service is available if required. A larger type version is available on request, as is an audio version.
- 8.8 If you have any queries about anything you have read here and would like further clarification, please email admin@theradclyffeschool.co.uk or write to Trust Consultation, The Radclyffe School, Hunt Lane, Chadderton, Oldham, Greater Manchester, OL9 0LS.

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 Learning and Skills Council.
- 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, sports and leisure providers.
- The Specialist Schools and Academies Trust. (SSAT).
- Local and neighbouring Colleges and Higher Education institutes.
- Children and Adolescents Mental Health Service (CAMHS).
- The Primary Care Trust and Local GP surgeries.
- Connexions.
- Local RC and CE Dioceses.
- Council of Mosques

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 Partnership Trust Members are:

Member	Trust Members	Proposed contribution to Trust
The Co-operative Movement	1	The Co-operative Group has extensive experience (sponsoring Business and Enterprise Specialist Schools) in supporting educational establishments to develop and embed a co-operative “values driven ethos” across the school and across the curriculum. They will also bring a global dimension to school and community perceptions, through national and international links with other co-operative educational institutions and organisations.
Oldham Athletic AFC	1	We aim to build on the current strong links and partnership working to raise standards and inspire our students.
Oldham Sixth Form College	1	We would aim to build on the current strong links between the school and college so that community perceptions regarding further and higher education are actively countered, challenged and changed. Although a majority of our young people stay in education beyond 16 aspirations are low.
Oldham Local Authority	1	We would aim to build on the strong supportive links between the school and the LA to help raise standards.
Oldham Primary Care Trust	1	The school aims to further develop its existing links to enable it to more effectively address the ECM agenda.
University Campus Oldham	1	We hope to build on the links between the school and the University Campus Oldham and hope they will become a partner in our Trust and contribute to our desire of raising achievement and aspirations.
Stakeholder Forum	3	Provides 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 We do not propose changing the number of elected Parent Governors. The current situation of appointing Community, Local Authority and Staff Governors will be maintained. However the Governing Body will now have a minority of governors appointed by the Trust.
- C.2 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.3 Local Authority nominated governors must number at least one and be no more than four. 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 two. There must be a minimum of two Foundation governors (Trust appointees) and a maximum of 45% of the Governing Body.
- C.4 Set out below is the current composition of the Governing Body. It is proposed to appoint the minimum number of Trust Nominated Governors i.e. two. The composition of the new reconstituted governing body will be considered at the meeting which reviews the outcome of this consultation process.

Governor type	Current	Proposed
Local Authority	4	TBD
Parent	7	TBD
Staff	4	TBD
Community	5	TBD
Trust/Foundation	0	TBD
Total	20	TBD

TBD= To Be Decided



The Radclyffe School and The Radclyffe Co-operative Learning Trust

Public Consultation Questionnaire

Please fill in the consultation questionnaire below. If you need more space, please feel free to attach separate sheets, marked with the relevant question numbers.

Please return any response by email, post or by hand no later than noon on Wednesday 10th February 2010 to:

admin@theradcliffeschool.co.uk

or

Trust Consultation
The Radclyffe School
Hunt Lane
Chadderton
Oldham
Greater Manchester
OL9 0LS



Further details can be found at the school website: www.theradcliffeschool.co.uk

It would be useful if you could provide us with your contact details, especially if you represent a particular organisation, but you do not need to do so. Thank you.

Name:

Parent/Staff/Other:

Address:

Telephone:

1. How do you feel about the school changing its legal category and acquiring a Trust?

Please tick	Questions
<input type="checkbox"/>	I support the proposals
<input type="checkbox"/>	I am not sure and would like more information (particularly on ...)
<input type="checkbox"/>	I do not think the school should change category and acquire a Trust because...
<input type="checkbox"/>	I support the change of category, but not acquiring a trust
<input type="checkbox"/>	Because ...

2. How do you feel about the proposed partners in the Trust?

Please tick	Questions
	These are the right Partners
	I am concerned about the school working with ... Because ...
	I think the school should also think about working with ...

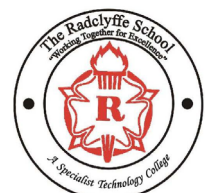
3. How do you feel about this vision?

The partners share our commitment to the school's ambition to strive for realising every student's potential. The Trust will appoint a minority of Governors who have the expertise to help the school to make this a reality for all our students.

The visions and aims of the partnership will support the following priorities: we aim to provide the best education for all students in our area by working together to provide a personalised education for all, as well as promote community cohesion.

The Trust's vision is of educational excellence and high levels of achievement for all students and adults in the school and beyond. It will achieve this by creating and sustaining school cultures which promote high levels of aspirations and expectations and lead to the development of thoughtful, creative and enterprising young people who are ready to play an active role in their communities as citizens and workers.

Please tick	Questions
	This is right for the school
	I do not think ... Should be a priority in the vision because ...
	I would like to see ... Included in the school's vision.



4. We propose that the Trust would strengthen the Governing Body by appointing a minority of Governors. This would bring in expertise from our Partners but parents, staff, Local Authority and community governors would still be represented on the governing body. Do you think this model is right for the Trust?

Please tick	Questions
	Yes – this sounds like a good idea
	Yes, but I am concerned about ... And I will want more information to be sure about the proposals.
	No, I would prefer the Trust to appoint more Governors because ...
	No, I do not like this proposal because ...

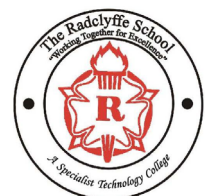
5. Do you have any other comments, concerns or suggestions that we should think about before we publish formal proposals?

Please continue overleaf if necessary

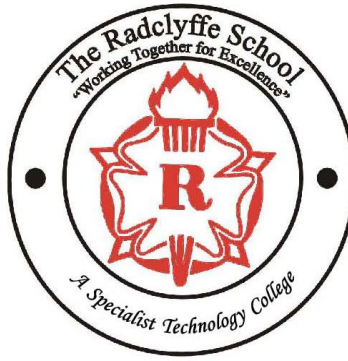


Thank you for completing and returning this response form.

The Radclyffe School and The Radclyffe Co-operative Learning Trust
Public Consultation Questionnaire



Appendix 2 – Consultation report



The Radclyffe Consultation Report

The Radclyffe Co-operative Learning Trust

Full Governing Body Meeting

February 2010

INTRODUCTION

This document summarises the feedback from The Radclyffe School and The Radclyffe Co-operative Learning Trust public consultation exercise. The consultation documents were produced on behalf of the Governing Body by the Co-operative College who also facilitated the consultation and who have produced this report.

Copies of the consultation documents were published on the school website and distributed widely to consultees including parents, students, staff, teacher associations and support staff trade unions, local Headteachers and Governors, the appropriate Local Authorities and elected members in the catchment areas of the school.

In addition separate consultation meetings were held for Unions, staff and their representatives, as well as for parents at The Radclyffe School. Additionally a general public meeting for anyone with an interest was held. These meetings were well publicised locally.

The views of students were sought via separate meetings with the respective Student Council.

This document summarises the responses received for the consultation as a whole. Union members within the school responded by returning a response form. Included within this report are a summary of the views and comments received from individuals. All responses will be made available to the Governing Body for examination when they consider this consultation. Individual responses are also available for examination by contacting the school.

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1. Executive Summary

A great deal of consultation has taken place with regard to these proposals.

- i) Prior to the consultation exploratory meetings were held with the Local Authority, who indicated their support of the proposal.
- ii) Booklets One and Two of the consultation documentation, plus an accompanying response questionnaire (Appendix A attached) were issued on 13th January 2010 to all consultees listed in section 9 of Booklet One. The consultation was promoted widely however there did not appear to be press coverage of the consultation.
- iii) Approximately 3,500 consultation documents were distributed when consultation officially opened on Wednesday 13th January 2010.
- iv) Student, staff, parent, and public meetings were held at The Radclyffe School. Representatives of the local teacher associations and trade unions were invited to a meeting and also invited to attend the staff meeting and a number of representatives attended these meetings (see Appendix B).
- v) The consultation documents were available on the school website and additional copies were also available in The Radclyffe School for collection.
- vi) Simultaneously with the public consultation, students in school were consulted via the School Council and there was strong support for the proposals from the School Council. The School Council also completed a response form but this is not included in the analysis.
- vii) The closing date for responses was noon on Wednesday 10th February 2010.
- viii) One response form was received after the closing date and this is included in this report.
- ix) There were 24 response forms returned from parents (one was also a member of staff and one was also a Governor) with 23 supporting the proposal, 0 "Not Sure" and 1 against the proposals. (See summary of responses in section 4)
- x) There were 27 response forms returned from members of staff at the school with 23 supporting the proposal, 4 "Not Sure" and 0 against the proposals (See summary of responses in section 4).
- xi) There were 2 response forms returned from Governors and both supported the proposals. (See summary of responses in section 4)
- xii) There were 8 response forms returned from others (including one anonymous) with 7 supporting the proposal, 0 "Not Sure" and one against the proposal (See summary of responses in section 4).
- xiii) The proposed partners remain committed to the proposed Trust and working within the charitable aims of the Trust to raise standards and promote community cohesion. The Trust and the partners, as well as the mutual co-operative membership dimension, including the proposed Stakeholder Forum are likely to have a positive impact on the school and its community and further assist in the raising of standards.

2. Overview of the Consultation Feedback

Overall the feedback to the consultation was strongly in favour of the proposal with only one response against the proposal and five "Not Sure" responses. Out of approximately 3,500 forms distributed, 61 questionnaires were received. (24 from parents; 27 from staff; 2 from governors, and 8 from others). Two respondents fell into more than one category (a governor and a member of staff) and these have been included in the parent category in this report. At the time of writing I have been told of no other responses.

There were understandable concerns raised by staff about the transfer of employment and the implications this has for staff. It will therefore be important to ensure the necessary arrangements are put in place by the Local Authority to protect the rights of employees.

3. Recommended Action

It is clear that the overwhelming view of those consulted supports the proposal of adopting the Trust. There are understandable concerns about the rights of employees. The Trust proposal and the accompanying change of legal category and certainly the mutual co-operative nature of the Trust was widely welcomed.

It is clear that the Governing Body needs to obtain written assurances from the Local Authority that it has agreed the appropriate resolutions for support staff concerning pension matters and also regarding the application of existing policies around potential redundancy costs and related matters.

It is anticipated that as a co-operative membership Trust the school will be able to avail of the Secretary of State's additional funding for membership development for Co-operative School Trusts. This work which commences after the proposed implementation date (1 May 2010) and can last up to a year should assist in developing a better understanding of respective roles as well as the much wider context the Trust will operate in.

It is recommended that no changes are made to the proposal and the Statutory Proposal is issued:

- The date of the Statutory Proposal be from noon on Wednesday 24th February 2010 to noon on Wednesday 24th March 2010.

It is also recommended that the Governing Body now obtain written assurances from the Local Authority regarding pay and conditions (including pension arrangements) for support staff and also regarding the application of existing policies around potential redundancy costs and related matters.

4 Summary of response forms

A total of 61 questionnaires were received following over 3,500 consultation documents being sent to all parents, staff and governors of both schools as well as to a significant number of interested parties. These broke down as follows – 24 from parents; 27 from staff; 2 from governors, and 8 from others. At the time of writing no other response of any kind has been received. Copies of these are available for governors' perusal.

In addition all pupils were consulted via the School Council and the response was overwhelmingly positive. The School Council also returned a response form that was supportive but this is not included in the analysis below. There were no individual forms returned from students.

The number of responses for each question is given below together with the comments received. The background, where known, of the respondent is also given. The totals given in the table do not necessarily total the responses received as some respondents selected multiple options and some did not answer specific questions.

Q1. How do you feel about the school changing its legal status and acquiring a Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Support	23	23	2	7	0
Not Sure	0	4	0	0	1
Against	1	0	0	0	0

Comments received:

I support the proposals and hope the school moves forward for the benefit of staff and pupils
(Governor)

I do not think the schools should change status and acquire a Trust because it is not the direction the school should be heading - working with partners, yes but not this. **(Parent)**

I am not sure and would like more information on foundation alternatives. **(Anonymous)**

I am not sure and would like more information on the promise that pay conditions, hours of work and holiday entitlement is not affected, would not be altered as a result of the school acquiring Trust status and will remain the same as a LEA school **(Staff)**

I am not sure and would like more information about guarantees in terms of support staff jobs and the future composition of the governing body and appointment of trustees. I was however pleased to hear assurances about the Trust agreeing to honour National terms and Condition of Service for teachers including the Burgundy Book. Also that they would encourage membership of trade unions. **(Staff)**

I am not sure and would like more information particularly on assurance for new staff in the future. **(Staff)**

I am not sure and would like more information particularly on what checks will be put in place to ensure that the promises regarding terms and conditions remain the same, pensions, and continuity of service (particularly the promise of HR that continuity of service would be assured if a member of staff gains employment in another LEA department) when status is officiated. (Staff)

Q2. How do you feel about the proposed partners in the Trust?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q2. Support	22	22	2	7	0
I think the school should also	4	0	1	0	0
I am concerned about	0	3	0	0	0

Comments received:

Does the school also work with Children's Centres? (Governor)

I think the school should also think about working with Industry. If any small industry (whatever we have left in Oldham) could give links to the school eg Mirror Publishing Hollinwood Ave or Engineering or Oldham Chronicle or Coin Control or IT Technology or Zetec. (Governor)

I think the school should also think about working with Parents and Carers. (Parent)

I think the school should also think about working with different religious parties, major employers in Oldham/Greater Manchester etc (Parent)

I think the school should also think about working globally with student exchange programmes alongside its Co-op movement (Parent)

I am concerned about the school working with the Co-operative Trust because they are a stock marketed business that does not specialise in anything particular, rather than an educational business. The company's primary interest is not parents and pupils. (Staff)

I am concerned about the school working with partners who have not previously worked together educationally; some have a long experience of educational management, some considerably less so. I hope that the partnership will be a successful one. (Staff)

I am concerned about the school working with an organisation which has not got a proven track record in the delivery of education. (Staff)

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q3. This is right for the school	22	23	2	7	0
I would like to see	1	2	0	0	0

Comments received:

I would like to see more emphasis on student development -less on we have achieved this and that result. Aspiration /goals to be realistic for all students, not for select few. (Parent)

I would like to see the majority of governors to be parents. The parents, teachers and pupils are the priority for every school to succeed not the local businesses (Staff)

This is the right vision for the school. (This was a vision before Trust status was even a possibility and is something the school has been working towards achieving for a considerable length of time. (Staff)

This is the right for the school. This is identical to the already existing school vision. (Staff)

I would like to see that the vision continues even if there is a change of management in the school (Staff)

Q4. Are you happy with the Trust appointing a minority of governors?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q4. Support	22	22	2	7	0
Yes but concerned	0	3	1	0	0
No, I would prefer	2	0	0	0	0

Comments received:

Yes but I am concerned about the commitment the Governing Body gives. Will it be more work, meetings and training to an already dedicated body? (Governor)

No, I would prefer Trust to appoint more Governors because who decides who is an expert? On what grounds? There needs to be a cross sector of people helping making decisions. (Parent)

No, I would prefer Trust to appoint more Governors because a quorum must be reached before any major decision can be made, maybe 25-30 (Parent)

Yes, but I am concerned about the number of governors – as long as 2 is the number as discussed (Staff)

No I do not like this proposal because it is a community school with The Radclyffe School proud to talk about putting pupils first. Parent and teachers I feel know best what the school needs to do rather than business men that have different agendas. I feel with too much power leaning on those with money, the focus is taken away from the school. (Staff)

Yes, but I am concerned about the tier beyond the governing body (the trustees) where there is no representation for staff beyond the head teacher and no representation for students. (Staff)

Yes, but I am concerned about the ultimate governing bodies: ie the composition of the Trustee body. (Staff)

Q5. Do you have any other comments, concerns or suggestions that we should think about before we publish formal proposals?

Comments received:

My only concern is that it doesn't affect my child's education while at this school as my child is in Year 7. Apart from that I am all for the proposal if it would benefit the education of the children in the future to help in later life. (Parent)

Although I have no objection in the school taking a lead initiative and becoming a learning trust, it has many obstacles that need to be addressed first.

(1) Exam results are portrayed as everything but they are not

(2) School Teachers need to co-operate more with parents and work together to achieve the same goal

(3) Parents should have an exercise to vote on this and only with a majority 60% of vote should the proposals be looked into further

(4) The school should look at strengthening its Anti-Bullying policy (Parent)

Like other parents I will expect high aspirations and achievement amongst our students. And will expect valuable improvements in the standards achieved by our students. I have best wishes for all Trustees. (Parent)

If the proposals means that a much wider and all round education is enhanced then I am in favour and hope the trust by working together with all parties can achieve this and made a better brighter future for all our students. (Parent)

In the workplace, I found that school leavers were coming into BT with

- 1. High aspirations which could not be met by the promotion opportunities available*
- 2. Creative ideas when conforming to the rules was paramount*
- 3. They were used to project work which hardly figured in the workplace*

I felt that schools had built up their hopes. When there is 1 manager to every 20 staff, 19 are going to be disappointed.

I think a less idealistic employer than the Co-op should be brought on board as well eg British Aerospace, N Brown, Littlewoods, Northern Foods are all FTSE local employers.

The headmaster's tired old repetition of the mantra that a town needs a football club is entirely unconvincing. It does not appear on the criteria of business relocation and Warrington has been a huge success without a football team. The fact is that only 2% of the population actually watch the team, their name is replacing Accrington Stanley as a team of derision, their move to Failsworth is controversial and likely to be financially disastrous. The school is linking itself to mediocrity and failure by association with Oldham Athletic.

My BT Neighbour is working three 12 hour overnight outdoor shifts on the Metrolink Project. This is a common working practice and with people expected to work for longer, the use of leisure time in a creative and worthwhile way needs to figure more prominently. Newcomers to the workplace will have colleagues at their grandparents age and inter-generational contact needs to be encouraged. Perhaps a partner such as Age Concern would be useful.

*I hope the school can be something more than a conveyor belt to a further education crèche for the yet to be employed. **(Anonymous)***

*I think it sounds like a good idea but as I stated at the meeting I think the Governors should have more say in the admission policies. **(Parent)***

As I think I have made clear in consultation meetings, there is an element of the unknown in this move, with few guarantees about what will happen in the future. I hold the history of education very dear – where would most of us be today, without having been offered the opportunity to access the kind of education offered by local authorities for many years past. I look into the future with the hope that all the promises made will be honoured, and that this option is the one which has been stated, a safe haven in a time of potential storm for state education. I am sure this is a move which will happen, whether I have qualms about it or not, and I know that I will continue to focus on what is needed to ensure that all students who pass through my classroom get the best teaching and learning that I can offer them.

I will reiterate what I have heard guaranteed and what I have been told I can expect in the Trust school:

- *National and local conditions of service agreements (including Burgundy Book) to be honoured for all teaching staff, including future staff*
- *Local agreements (and National when these have been reached) to be honoured for all support staff, including future staff*
- *Trade Union membership to be encouraged in all staff, including future staff*
- *The Governing Body to be established in the format suggested with whatever future guarantees can be built in. **(Staff)***

I understand that the school feels it needs to change its status so it does not find itself in a weaker position as regards other schools in Oldham. However, if every school does the same, then all the schools will find themselves in the same position regarding each other as at the start, except that the fundamental status of each school will be radically different. I would also

like assurances that existing Teacher's Pay and Conditions and union recognition will continue to apply in the future. (Staff)

Appendix A – Consultation documents

See Booklets One and Two (attached)

Appendix B – Notes from meetings

CONSULTATION PROCESS: THE RADCLYFFE CO-OPERATIVE LEARNING TRUST Union Meeting – 3pm, 14 January 2010 at The Radclyffe School

Present:

Name	Representing
Alison Watkinson	NUT Members in school
Bryan Beckingham	NUT Branch
Sean Rogers	The Co-operative College
Pam Claydon	UNISON
Elaine Shaw	Oldham LA – HR
Iain Windeatt	ATL
Catherine Holford Myerscough	NASUWT
Hardial Hayer	Headteacher
Sue Nickless	Business Manager and clerk to meeting

Mr Hayer welcomed everyone to The Radclyffe School and introduced Sean Rogers who would be leading the meeting.

Sean explained main issues to be discussed would be staffing, TUPE, TUPE+ and a protocol re employment rights. Reference made to Booklet 2 of which Section 4 covers staffing issues and is available to download from The Radclyffe School website.

Points discussed:

1. Booklet 2 – Para 4.5 What liabilities may attach to the governing body in respect of employment matters?
2. Booklet 2 – Para 4.6 Who is responsible for the cost of premature retirements and compensation for redundancy?

Sean clarified that the important point for both paragraphs is that the Governing Body would not be liable for any compensation or legal costs so long as they had followed the Local Authority advice.

Elaine Shaw said this included keeping the LA aware and involved in any issues and the school having adopted the Council policy on retirement.

3. TUPE +

With regard to the transfer of staff Sean explained that the process was not a TUPE process but a “TUPE Like” process. 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. Sean drew attention to the fact that these Regulations “plug a gap” and ensure continuity of service of staff transferring to a foundation school and any subsequent move back to a community school.

4. Booklet 2 – Para 4.7 How are the pensions of teaching and non-teaching staff affected by a school acquiring Foundation Category?

Sean clarified that teaching staff would stay in the Teachers Pension Scheme and would not be subject to any change. Different with support staff, they are allowed to continue to be in the Local Government Pension Scheme (LGPS) if the local authority, with the consent of the school governing body, has by a statutory resolution specified them to be eligible to belong to the scheme. He also explained that 2 other assurances would be sought from the LA

- i) That staff currently employed but not in the scheme could join at any time

ii) That new staff could become part of the LGPS
Sean explained the last 2 points are becoming increasingly risky therefore essential for Governing Body to pass the resolution.

Bryan Beckingham asked about what the position was with regard to adherence to the Burgundy Book not just national conditions of service. Sean assured all, that the written agreement would cover the Burgundy Book.

Sean circulated a draft letter for the Governing body to send to the LA to seek assurances regarding Pension Arrangements, Cost of Early Retirement and Redundancy and related matters. Elaine Shaw said she didn't know who would make the decision in the LA but would take a copy and find out.

Sean said that Cobbetts Solicitors, who work with the Co-operative College, have got expertise in all these areas.

Questions/points clarified

Bryan – Will newly appointed staff get all the same conditions?

Sean – Yes. Sean also discussed how as a foundation school, a school has greater freedoms and flexibility in the Job Evaluation Process. Elaine Shaw clarified that Oldham had suspended the JE process for schools pending the recommendations from the new National Schools Body. However if this was delayed it may be picked up again. This gave rise to the questions of who would pay for any compensation arising from Equal Pay Claims. Governing Body would have to ask the LA for clarification.

Sean – Assets under the Governing Body will be held by the Trust. Could improve the bargaining position when discussing facility management under PFI review agreement.

Catherine – Is it Co-operative College recommendations to adopt all NJC conditions?

Sean – Yes even when new national conditions brought in.

At this point Mr Hayer stressed how important the role of Support Staff is in The Radclyffe School and assured all that the Governing Body had absolutely no intention to diminish the conditions of service for any Support Staff.

Sean circulated the Bradford Council document, A Protocol on Employees' Terms and Conditions and Union Relations. Sean asked if it was OK to have a similar protocol here. The Head said he had no objection in asking the Governing Body to agree.

Bryan asked if there would be any change in the Union Facility Time agreement. Elaine Shaw explained how it currently works- money held centrally and given to agreed schools each year. Becoming a Foundation school would not change this agreement.

Alison – Bradford Protocol, can she share with NUT members in school?

Sean- Yes, happy to share at the staff meeting on the 19th January

Catherine – commented that had other Oldham schools had held a similar Union meeting it would have alleviated lots of problems and concerns.

Bryan – Issue of democracy and protection of staff representation on the Governing Body.
Sean – Minority of Governors to be appointed and GB will have minimum of 2 staff members.

Alison – Question raised by union member in school about seeking future assurances from the GB about composition of GB.

Sean – Not possible, the GB has the right to review its Instruments of Government at any time, any assurance to the contrary would be fettering the rights of the GB.

Sean explained Staff would have a place in the Stakeholder Forum and that the recommendation is that 3 members of the Stakeholder Forum are on the Trust Board. Only Head can be a trustee, other members of staff and young people under 18 can't be trustees.

The Trust would have 1 year to start up Stakeholder Forum and there is currently a £5k grant to support schools to do this.

What next?

Consultation runs for 4 weeks, ends 10 February 2010. Sean summaries consultation responses and reports to Governing Body on 11 February 2010. All responses remain confidential but category representing does not. Any who responds has to be given a copy of report to Governors.

Governors have 3 options:

- a) issue Statutory Notices about a change to Foundation Category and the adoption of a Trust;
- b) modify the proposal in the light of suggestions made during consultation and, if the changes are significant, re-consult on the changes; or
- c) decide to remain as a community school without any changes.

The meeting closed at 4.15pm.

**CONSULTATION PROCESS: THE RADCLYFFE CO-OPERATIVE LEARNING TRUST
Student Council Meeting – 2.15pm, 19 January 2010 at The Radclyffe School**

Present:

Student Council – 10 students from each year group

Mr H S Hayer – Headteacher

Mr S Rogers – The Co-operative College

Mrs. S Nickless – Business Manger and clerk

Mr Hayer welcomed everyone to meeting and explained to the students about the potential change from Community School to a Foundation School with a Trust. Mr Hayer introduced Mr Rogers, explained who he was and what he would be doing and told the students to feel free to ask questions at any time.

Mr Rogers then took over the meeting and took the students though a PowerPoint presentation about the Co-operative and how it supports Co-operative Trust Schools, the structure of the how a Trust would bring together people who are interested and care about the education of The Radclyffe School pupils and support the school to raise standards and gives students and parents the opportunity to have their say and get involved via a Stakeholder forum.

The students had no questions.

Mr Rogers asked if they would work together to submit a response on behalf of The Radclyffe School Pupils. The students agreed and a meeting was arranged for the 25th January to be led Mrs Thompson, Year Manager, supported by Mrs Nickless.

The meeting finished at 2.50pm

**CONSULTATION PROCESS: THE RADCLYFFE CO-OPERATIVE LEARNING TRUST
Staff Meeting – 3.30pm, 19 January 2010 at The Radclyffe School**

Present:

The Radclyffe School Staff		Other	
Amanda Greenwood	Support Staff	Elaine Shaw	LA – HR Team
Gail Thompson	Support Staff	Jay Bailey	LA – HR Team
Claire Imeson	Support Staff	Byran Beckingham	NUT – Branch
Sue Longley	Support Staff	Iain Windeatt	ATL
Sheila Hutchins	Support Staff	Tony Harrison	NUT
Gloria Rees	Support Staff	Catherine Holford Myerscough	NASUWT
Diane Livesey	Support Staff	Pam Claydon	UNISON
Majid Mahmood	Support Staff	Sean Rogers	The Co-operative College
Charlotte Deakin	Support Staff		
Liz Jacques	Support Staff		
Trish Leigh	Support Staff		
Jackie O'Brien	Teacher		
Mike Bailey	Teacher		
Dave Clifford	Teacher		
Nigel Yeo	Teacher		
Amanda Watkinson	Teacher		
Mark Lee	Teacher		
Amanda Whittingham	Teacher		
Vanessa Parker	Teacher		
Louise Crosby	Teacher		
Hardial Hayer	Headteacher		
Sue Nickless	Business Manager and Clerk to meeting		

Mr Hayer introduced Sean Rogers who led the meeting.

Mr Rogers and took the staff through a PowerPoint presentation about the Co-operative and how it supports Co-operative Trust Schools, the structure of the Trust and how it would bring together partners that are interested in the education of The Radclyffe School pupils and how the Stakeholder Forum would give a voice to students, parents and the community.

Mr Rogers then went on to explain the staffing implications of becoming a Trust school and how the Stakeholder Forum holds the Trust to account and has members (recommend 3) of the Stakeholder Forum on the Trust Board.

Mr Rogers then invited questions.

The answers were given by Sean Rogers unless otherwise stated.

Q How do you elect from / to the Stakeholder Forum? What assurances are given re membership?

A A grant of £5000 is available to support the school to set up the Stakeholder Forum and to agree and develop membership within 12 months of the Trust being set up. The Stakeholder Forum would agree structure and how to elect to the Trust Board.

Q Are there limitations on membership?

A Other than the head teacher, a person paid to work at the school cannot be a trustee and no person under the age of 18 can be a trustee

Q What assurances are there for staff re salaries, grades and does this mean a staffing restructure?

A Minimum change especially for teachers. All national conditions of service will continue to apply. The Governing Body have given assurances that will not diminish the conditions of service for any Support Staff.

The transfer of staff is a TUPE like process – better than TUPE in that it protects continuity of service for all staff should the school revert to a community school. The transfer is set out in The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007.

There is no intention to restructure either the teaching or support staff structures should the governing body decide to establish a Trust.

Pensions - Mr Rogers clarified that teaching staff would stay in the Teachers Pension Scheme and would not be subject to any change.

Different with support staff, they are allowed to continue to be in the Local Government Pension Scheme (LGPS) if the local authority, with the consent of the school governing body, has by a statutory resolution specified them to be eligible to belong to the scheme. He also explained that 2 other assurances would be sought from the LA

- i) That staff currently employed but not in the scheme could join at any time
- ii) That new staff could become part of the LGPS

He assured staff that the Governing Body would not accept any diminution of conditions of service.

Q If a member of staff leaves a Trust school to work at the LA or another school, would their service continue?

A Elaine Shaw confirmed it would.

Q If local conditions of service are better than national conditions, would we keep the local conditions?

A Yes. Mr Rogers discussed how a protocol was under discussion that would assure this.

Q Would the school still have Union Facility Time?

A Yes. No change

Q Would a Trust school be liable for any employment tribunal costs?

A There would be no costs as long as the school had kept the LA informed and acted in accordance with their advice.

Mr Rogers also explained that the LA is the “compensating authority” and has to pay “mandatory compensation” towards a teachers’ pension if they are granted premature retirement subject to the school keeping the LA informed and acting in accordance with their advice and policies.

Q Will the LA agree to assurances on support staff pension?

A Mr Rogers said the LA would have to agree.

Q Will Foundation /Trust status make any difference to salary deductions for student loans?

A No, national scheme

Q Would being a Foundation/Trust school make any difference to managed transfers of Students between schools? Could we say no, for example?

A Mr Hayer said all schools had signed up to the Protocol for Managed Moves. Even as a Foundation/ Trust school we would be part of the family of Oldham Schools and take our fair share of managed moves.

Mr Rogers said that the Governing Body reserve the right to review admissions, particularly pertinent with the local issue of Academies opening soon who may not be part of the agreement to take their fair share of managed moves.

Q When we will know when we've got assurances from the LA regarding pensions?

A Governing Body will discuss after consultation and won't proceed until they have assurances.

Q What's in it for the Co-op and what's in it for us from the Co-op?

A The Co-op gets nothing except another Co-operative Trust School.

The school gets to access and be a part of a growing national network of Co-op Trust schools.

Co-op is a supplier of green energy – purchasing power of organisation of Trust Schools could negotiate discounts.

Trust could establish a Trading Arm and say offer discount on use of school premises if a member of the Trust, but all proceeds must be used by the Trust for Education purposes

Q Does the Trust have a budget?

A A trust school will continue to receive its funding from the local authority on the same basis as other local schools – and funding will be delegated to the governing body, not the trust. There will be no additional funding from the local authority on the basis that a school is a trust school, and there is no expectation that the trust will provide the school with additional funding, although they will be free to do so if they choose.

If the Trust appoints say a Chief Executive to run the Trust, the Trust would have to raise the funds to pay the salary – it could not be funded from the school budget.

The meeting closed at 4.30pm

CONSULTATION PROCESS: THE RADCLYFFE CO-OPERATIVE LEARNING TRUST
Parents Meeting – 5.00pm, 19 January 2010 at The Radclyffe School

Present: 10 Parents, Sean Rogers, The Co-operative College,. Hardial Hayer, Headteacher , Sue Nickless, Business Manager and Clerk to meeting

Mr Hayer introduced Sean Rogers who led the meeting.

Mr Rogers and took the staff through a PowerPoint presentation about the Co-operative and how it supports Co-operative Trust Schools, the structure of the Trust and how it would bring together partners that are interested in the education of The Radclyffe School pupils and how the Stakeholder Forum would give a voice to students, parents and the community.

Mr Rogers then invited questions.

The answers were given by Sean Rogers unless otherwise stated.

Q Will there be a change to the admissions policy and catchment area?

A No changes planned but the Governing Body reserve the right to review admissions in the future. A foundation school has flexibility around admissions and can manage its own admissions. Mr Hayer explained that there are no planned changes to the catchment area and that as the school is becoming more popular it is becoming very much a local school.

Q Through its links, can the Trust ensure future employment for students?

A No, but it can give experience of the world of work. Mr Hayer explained this could be through work placements, work shadowing, mock interviews etc..Higher Education establishments could also provide Master Classes.

Q How will the school get funding in the future?

A A trust school will continue to receive its funding from the local authority on the same basis as other local schools for premises, SEN etc etc – and funding will continue to be delegated to the governing body, not the trust. There will be no additional funding from the local authority on the basis that a school is a trust school, and there is no expectation that the trust will provide the school with additional funding, although they will be free to do so if they choose. There will also be no change to the services provided by the LA.

The meeting closed at 5.30pm

CONSULTATION PROCESS: THE RADCLYFFE CO-OPERATIVE LEARNING TRUST
Public Meeting – 6.00pm, 19 January 2010 at The Radclyffe School

Present:

Sandra Lee – Governor
Vivien Lees – Governor
Alison Trippier - Governor
Eric Tagg - Community Forum
Gail Webb – Oldham Council
Sean Rogers, The Co-operative College
Hardial Hayer, Headteacher
Sue Nickless, Business Manager and Clerk to meeting

Mr Hayer introduced Sean Rogers who led the meeting.

Mr Rogers and took the staff through a PowerPoint presentation about the Co-operative and how it supports Co-operative Trust Schools, the structure of the Trust and how it would bring together partners that are interested in the education of The Radclyffe School pupils and how the Stakeholder Forum would give a voice to students, parents and the community. He discussed the grants available to the school to become a Trust School and referred to Booklet 2 and the topics and questions it covered.

Mr Rogers then invited questions.

The answers were given by Sean Rogers unless otherwise stated.

Q Do partners ever change?

A Yes partners can leave or change for a variety of reasons, however, any changes to bring in new partners has to be consulted on. If a Trust ceases to be any funds left have to go a charitable trust.

Q Why general not specific?

A The school has specialist status, this would remain, the Trust and the stakeholders would enhance what is currently in place.

Q What are the financial impacts of the Trust holding the assets?

A The Trust has to ensure there is adequate insurance in place for the buildings etc, It is for the LA to insure the buildings except where a PFI managed school. There are restrictions on the sale of land and buildings and the proceeds of any disposal must be reinvested in educational assets in the school or elsewhere in the maintained sector.

Q As the Trust holds the assets are they represented on the Governing Body?

A A minority of trust members will be on the Governing Body.

Q Why Oldham Athletic, will they survive?

A Mr Hayer explained how the school already had good links with OAFc and how successful previous student mentoring programmes had been when working in partnership with the club.

The intention is to strengthen links, benefit from their expertise and the opportunities they can give to our students.

Q Will there be a change to the admissions policy and catchment area?

A No changes planned but the Governing Body reserve the right to review admissions in the future particularly with the local issue of Academies opening soon. A foundation school has flexibility around admissions and can manage its own admissions.

Mr Hayer explained that there are no planned changes to the catchment area and that as the school is becoming more popular it is becoming very much a local school. A potential partner in the Trust is the Local Authority and the school wishes to remain in Oldham's family of schools.

Q How would the school vision change from what it is now?

A Mr Hayer explained the aim of the Trust is about raising standards through partnership working which mirrors the school's vision of "working together for excellence". The values of the Co-op are also very similar to those held by the school. Mr Hayer said the Trust would strengthen our vision.

Q Is it written down what each partner will bring?

A Yes, See section 3 of Booklet 1

Q Will there be apprenticeships available through this?

A Not that sort of relationship, but it can give experience of the world of work through work placements, work shadowing, mock interviews etc.

Q Would the school continue to work the same way with the Local Authority?

A Mr Rogers explained that Local Authorities are changing; financial constraints mean they have to be more strategic and work at a higher level. Mrs Webb from the LA said that there is not the same capacity for the LA to be as involved with schools as they had in the past. The Radclyffe School has made it clear they want to remain in Oldham's family of schools and working in partnership to achieve great outcomes for the students at the centre.

The meeting closed at 7.00pm

Appendix 3 - Governing Body structure

Governor type	Current	Proposed
Local Authority	4	4
Parent	7	7
Staff	4	3
Community	5	4
Trust/Foundation	0	2
Total	20	20