

# Brigshaw FEDERATION

EDUCATION | ASPIRATION | IMAGINATION | DEDICATION



**Allerton Bywater  
Primary School**  
Crown Road,  
Allerton Bywater,  
Leeds WF10 2JH  
Tel: 0113 255 8180  
Headteacher: Mr  
Kasper Myers



**Brigshaw High School  
and Language College**  
Pippax Lane,  
Allerton Bywater,  
Leeds WF10 2JH  
Tel: 0113 255 8100  
Academy Principal:  
Catherine Lambert



**Great Preston CoE  
Primary School**  
Preston Lane,  
Great Preston,  
Leeds LS28 9AA  
Tel: 0113 224 9919  
Headteacher:  
Thea Beale



**Kippax Ash Tree  
Primary School**  
Kippax Lane,  
Kippax,  
Leeds LS21 7L  
Tel: 0113 580 2200  
Headteacher:  
Vicky Todd



**Kippax Greenfield  
Primary School**  
Dale House,  
Kippax,  
Leeds LS21 7PA  
Tel: 0113 214 9811  
Headteacher:  
Sue Sutt



**Kippax North  
Junior and  
Infant School**  
Kippax Avenue,  
Kippax, Leeds LS21 7EL  
Tel: 0113 286 9417  
Headteacher:  
Suzanne Clark



**Lady Elizabeth  
Hastings CoE  
Primary School**  
Lynch Way, Linn Road,  
Carncliffe WF10 2SD  
Tel: 01977 552 708  
Headteacher:  
Amanda Gaffney



**Methley  
Primary School**  
Methley Road,  
Methley,  
Leeds LS28 9HT  
Tel: 0113 580 2549  
Headteacher:  
Tracy Dale



**Swellington  
Primary School**  
Swellington Lane,  
Swellington,  
Leeds LS28 9JX  
Tel: 0113 286 3223  
Headteacher:  
Diana Pe

<b>Section 1: Background Information</b>
<b>1.1 Name and Address of Main Contact School or Partnership:</b>
Main contact: Peter Laurence, Principal , Brigshaw High School and Language College, Brigshaw Lane, Allerton Bywater, West Yorkshire WF10 2HR <a href="mailto:laurenj01@leedslearning.net">laurenj01@leedslearning.net</a> Tel: 07771825663
<b>1.2 DCSF School Numbers:</b>
383/2507 Allerton Bywater Primary School 383/4113 Brigshaw High School and Language College 383/3925 Great Preston Church of England Primary School 383/2801 Kippax Ash Tree Primary School 383/2384 Kippax Greenfield Primary School 383/2399 Kippax North Junior and Infant School 383/5200 Lady Elizabeth Hastings Church of England Primary School, Ledston 383/3916 Methley Primary School 383/2328 Swillington Primary School
<b>1.3 Contact Name. Position, Contact Details</b> (please include telephone number and email for each school)
<ul style="list-style-type: none"> <li>• Nathan Atkinson, Headteacher, Allerton Bywater Primary School, 0113 3368240, <a href="mailto:atkinsn04@leedslearning.net">atkinsn04@leedslearning.net</a></li> <li>• Cath Lennon, Acting Principal, Brigshaw High School and Language College, 0113 3368100, <a href="mailto:lennonct01@leedslearning.net">lennonct01@leedslearning.net</a></li> <li>• Tim Bean, Headteacher, Great Preston Church of England Primary School, 0113 2146816, <a href="mailto:beant03@leedslearning.net">beant03@leedslearning.net</a></li> <li>• Vicky Ford, Headteacher, Kippax Ash Tree Primary School, 0113 3862590, <a href="mailto:fordv01@leedslearning.net">fordv01@leedslearning.net</a></li> <li>• Kirsty Beresford, Acting Headteacher, Kippax Greenfield Primary School, 0113 2846811, <a href="mailto:bereskf01@leedslearning.net">bereskf01@leedslearning.net</a></li> <li>• Barbara Clark, Headteacher, Kippax North Junior and Infant School, 0113 2869427, <a href="mailto:clarkb06@leedslearning.net">clarkb06@leedslearning.net</a></li> <li>• Amanda Leathley, Headteacher, Lady Elizabeth Hastings Church of England Primary School, Ledston, 01977 557758, <a href="mailto:leathla01@leedslearning.net">leathla01@leedslearning.net</a></li> <li>• Tracy Dell, Headteacher, Methley Primary School, 0113 3862540, <a href="mailto:dellt01@leedslearning.net">dellt01@leedslearning.net</a></li> <li>• Annie Rix, Headteacher, Swillington Primary School, 0113 2863220, <a href="mailto:rixaa01@leedslearning.net">rixaa01@leedslearning.net</a></li> </ul>
<b>1.4 Contact Details for the Chair of Governors for each school</b>
<ul style="list-style-type: none"> <li>• Jean Maskell, Chair of Governors, Allerton Bywater Primary School</li> <li>• Martin Dove, Chair of Governors, Brigshaw High School and Language College</li> <li>• Rev. Jean Sykes, Chair of Governors, Great Preston Church of England Primary School</li> <li>• Leanne Fletcher, Chair of Governors, Kippax Ash Tree Primary School</li> <li>• Dave Smith, Chair of Governors, Kippax Greenfield Primary School</li> <li>• Cllr. James Lewis, Chair of Governors, Kippax North Junior and Infant School</li> <li>• Martin Hall, Chair of Governors, Lady Elizabeth Hastings Church of England Primary School</li> <li>• Christian Foster, Chair of Governors, Methley Primary School</li> <li>• Cllr. Mark Dobson, Chair of Governors, Swillington Primary School</li> </ul>
<b>In all cases, please contact the Chair of Governors through the school.</b>
<b>1.5 Local Authority</b>

Leeds
<p><b>1.6 Source of Information</b>  <b>What was the original source of information that informed you about the Supported Schools Programme and supported you in preparing an Expression of Interest?</b></p> <ul style="list-style-type: none"> <li>• Meetings with The Co-operative College and The Co-operative Group</li> <li>• We were aware of the Supported Schools Programme though the SSAT website.</li> </ul>
<p><b>Section 2: Our Aims and Vision</b></p>
<p><b>2.1 Vision:</b> What is the vision for the Trust, i.e. what is or are the school(s) aiming to achieve through the Trust? How will the Trust contribute to raising standards?</p>
<p>The Brigshaw Federation was created in the spring of 2008 following a period of increasingly close co-operation between nine partner schools serving former coal-mining communities in Outer East Leeds. This co-operation was rooted in shared values, high levels of trust, similar challenges and priorities, and has resulted in increasingly effective collaborative activity to raise standards and remove barriers to learning and achievement for children, young people and families. The partnership is constituted through a 'soft governance' arrangement with a federated governing body overseeing specific joint activities. We are now committed to exploring a trust arrangement which will secure the partnership, its values and aims, on a more sustainable basis. Our vision for the Brigshaw Federation focuses on <b>Education: Aspiration: Imagination: Dedication.</b></p> <p>Across our partnership of schools, children and young people achieve in line with national expectations, but these outcomes disguise significant variations.</p> <p><b>Key aims for the trust are to:</b></p> <ul style="list-style-type: none"> <li>• enable pupils to have more equal opportunities to access high quality teaching and learning experiences by sharing good and emerging practice, resources and staff within the partnership</li> <li>• help us achieve much more consistency between our schools across all five Every Child Matters outcomes</li> <li>• ensure more consistent expectations (for example around attitudes to learning, a healthy lifestyle, behaviour) among pupils, parents and staff</li> <li>• work even more effectively with parents, carers and the wider community to promote health and well-being, and to develop a more aspirational culture through an integrated approach with other local partners</li> <li>• work with external partners to help us be even more imaginative and creative in providing more opportunities for family and community learning and wider cultural experiences</li> <li>• build on the language college specialism at Brigshaw to strengthen our commitment to a global perspective based on principles of co-operative values, social justice, fair trade and democracy.</li> </ul>
<ul style="list-style-type: none"> <li>• What is the Trust's particular focus?</li> </ul>
<p>By developing an ethos of co-operation and local democracy, our Trust will be inclusive, community focused and centred on working together to raise levels of achievement and aspirations for children, young people and their families. Through a broadly based governance and membership model where learners, parents and community representatives are empowered in contributing to shaping the work of the trust, we will foster values of self-help and self-responsibility. Raising levels of achievement and</p>

attainment lie at the heart of our vision, and our trust will cultivate humanity in an ethical, co-operative and socially responsible way.

- How will it make a difference?

### **Education**

Our favoured Trust approach will be a 'Community Development and Co-operative Model' which will allow the greatest level of engagement and empowerment in our communities, and will do most to achieve our transformational vision.

Our schools range in size from just over 100 to over 1400 learners. There are differences in the profiles of each school: the percentage of learners with identified special needs ranges from 7% to 50%; the percentage eligible for free school meals from 0% to 17%; and from 4.5% to over 40% of pupils live in 'hard-pressed' families according to ACORN definitions; over 15% of pupils live in families claiming workless benefits. Since 2006 the numbers of Year 6 pupils gaining Level 4 in English and Maths has been around 70% (ranging from 41% to 89% between primary schools in 2008, and a CVA variation from 98 to 100.2); at Brigshaw, the proportion of learners gaining 5+ A\*-C grades with English and Maths has risen from 43% to 52% from 2006 to 2008, while the KS2-4 CVA was 1009, 990 and 1003 over that period. 'NEET' figures at 16+ are low (3.5% for the 2008 cohort) but rise at 19+. Perhaps the most common characteristic of the pupils and students is their ethnicity – over 95% White British. There is sharply rising birth rate in our most challenging communities which will increase the need to provide parenting support for, especially, young mothers, as well as family support for those with mental health/emotional well-being issues.

Improving learner achievement through improved teaching quality lies at the heart of our trust approach. Our partnership with Early Years through our local children's centre will ensure that children and their parents/carers are effectively supported in entering a school environment by being 'ready to learn'. In our schools we will develop more effective teaching and learning through a stronger collaborative approach, including opportunities for joint training, CPD, cross-school curriculum projects, shared resources, staff exchanges, joint appointments of staff, coaching, mentoring, collective monitoring and evaluation. There will be a particular focus on transition, and strengthening our cross-phase and nurture arrangements. Our provision for pupils with special needs will also be strengthened by stronger relationships with specialist providers. Inclusion of vulnerable children and young people is of fundamental importance to us. We will develop ICT and other new technologies to create shared resources and applications to enrich learning experiences across our Trust.

There will be improved opportunities at 14+ to access a wider curriculum range, including diplomas, more diverse off-site provision for vocational courses, and improved advice and guidance to ensure better progression pathways for all learners at 16+ (including apprenticeships) and beyond. This will become particularly important in making sure young people are guided onto the right pathway as the participation age rises to 18 by 2015. Children and young people will be part of a supported continuum of learning from 0 to 19, whose continuity will be secured through a trust arrangement.

### **Aspiration**

Our trust arrangement would enable us to enhance and secure the already wide range of opportunities we provide children, young people and their families in and out of school hours. Child care provision, holiday clubs, out of school hours activities and family learning make it possible for learners to access employment, build self-esteem, develop relationships with other children and adults in more informal situations, and be purposefully and enjoyably occupied and stimulated. Our trust partners will work with us to provide enhanced family learning and community regeneration projects, and enable us to access

resources and expertise which can make these activities sustainable. Our business and international links will provide increased opportunities for young people to work, study and travel abroad, and the curriculum offer across the partnership will benefit from a stronger global dimension. Exchange visits already engage many families in hosting visitors, and this will continue to flourish. Binding learners, parents, carers and representatives of our community into our governance arrangements will raise collective aspirations for our trust.

### **Imagination**

Imagination and creativity will underpin our trust approach. This will be evident from the way we will work with each other and our partners in supporting the growth of our children's workforce, in our leadership development, in our curriculum offer, in our teaching and learning strategies, and in the ways we engage, stimulate and challenge our pupils and the wider community. We will work with our trust partners to provide more learning opportunities linked to the creative arts which will help unlock potential, increase self-confidence and self-expression for young people whose cultural experiences are often limited. We will continue to use our secondary and primary specialisms to develop innovative ways of learning that inspire and enthuse our pupils. By working more collaboratively with each other and with trust partners, we will develop better models of leadership and create more opportunities for staff development at all levels.

### **Dedication**

The success of our partnership has been based on a strong shared commitment, high levels of trust, a willingness to take risks, and the creation of good working relationships across our schools and wider partnerships. We believe that our children, young people and their families are supported best through creative collaboration. The success of our partnership so far has relied heavily on goodwill, the tireless dedication of a small core group of colleagues, and on funding streams that are often short-term and linked to very specific projects and targets. A number of staff are now employed on behalf of the Federation, a number of facilities are shared, and there are key activities which are linked to the continued sustainability of the partnership. While our 'soft governance' arrangements have enabled us to make significant progress over the past eighteen months, we are now committed to exploring how to consolidate this through a more formal trust arrangement which is more widely based. This will enable us to plan more strategically, allow access to a wider range of resources, and create a more stable infrastructure to deliver our core aims.

- How will it support the schools in maximising the outcomes of students across the five ECM areas?

#### **1. Be healthy**

The trust will strengthen our work as a health and well-being partnership by promoting healthy lifestyles and tackling some of the key barriers to achieving this, for example by working with our multi-agency partnership in developing smoking cessation programmes, tackling under-age drinking and drug use, and unhealthy eating habits. We will strengthen our existing focus on supporting children with emotional health issues, particularly looked after children. A further target will focus on decreasing the number of teenage conceptions. The trust will build on our PE and School Sports Club links to provide further sporting opportunities for young people.

#### **2. Stay safe**

We will continue to build on strategies to reduce bullying and discrimination across our school communities, by developing common approaches to behaviour management and setting consistent expectations. We will continue to develop the SEAL approach, and work together to provide alternatives to exclusion. Our trust will help us develop and sustain our wide range of out of school activities and holiday clubs in safe and supported environments, particularly for vulnerable children and those with disabilities and special needs.

### **3. Enjoy and achieve**

By strengthening the quality of teaching and learning across the partnership, and the diversity and scope of the curriculum offer, more pupils will become and remain engaged in their learning, be more motivated to succeed, and achieve more highly. The additional capacity of the trust will enable us to personalise the learning offer more effectively, leading to significantly higher levels of attainment at the end of KS2, 16+ and 18+. Our partnerships will help us develop the Foundation Learning Tier to enable greater opportunities for pupils working at Level 1 and below.

### **4. Make a positive contribution**

The community development and co-operative model we are exploring will enable young people, families and the wider community to make a much greater contribution to the life and work of the partnership. It will strengthen learner voice and opportunities for active citizenship at local level – and beyond. We will continue to build on student involvement in decision-making at individual school level, and strengthen the peer mentoring activities across the partnership.

### **5. Achieve economic well-being**

Our trust partners will contribute to a developing greater awareness of opportunities beyond school, and of the skills and qualities needed to succeed in the world of work. Children and young people will develop entrepreneurial skills in an ethical context, and there will be more authentic work-related learning opportunities at 14+ and 16+, particularly in developing the diploma offer and apprenticeships. Community regeneration, parenting support programmes, and family learning, including access to Foundation Degrees, will contribute to wider economic well-being.

**2.2 Partners:** Please list the partners that the schools are planning to work with, to form a Trust and whether the partner already works with the schools.

We have identified a number of potential trust partners who share our aims and values, and who could make a significant contribution to achieving them with us.

#### **The Leeds City College**

The Leeds City College has recently been merged from three Leeds FE colleges, one of which, the former Thomas Danby College, has had a long tradition of working closely with schools in the Federation. Brigshaw High School and the college jointly fund a post as part of the extended services offer in the Federation, focusing on developing adult and family learning in the community.

#### **Leeds Local Authority**

The Brigshaw Federation already works well with the local authority, particularly Education Leeds, and local authority partners are closely involved in federation activities.

#### **The Co-operative**

Federation partners have had a number of engagements with representatives of The Co-operative, and although there are no formal links, there is a strong sense of engagement and alignment between Federation and Co-operative values.

**Carnegie Leaders in Learning (Leeds Metropolitan University)** Carnegie Leaders in Learning is a partnership of Leeds Metropolitan University and CCDU Training and Consultancy Ltd who together have extensive experience of leadership development in the education sector throughout the Yorkshire and Humber region. They are responsible for delivering leadership development programmes for the National College for School Leadership. There are a number of links between Carnegie Leaders in Learning and school leaders in the Brigshaw

Federation.

**The Northern Ballet Theatre**

The Northern Ballet Theatre is a major national dance company based in Leeds. As well as performing, the NBT works closely with schools, has two education departments, and a community outreach programme. The headteacher of one of our partner schools is a member of the Board of Directors, but there are no formal links between NBT and The Brigshaw Federation.

**The Lady Elizabeth Hastings Foundation**

The Lady Elizabeth Hastings Foundation is a local charitable trust established in the eighteenth century to promote education and the relief of poverty. The LEH Foundation endowed one of the Federation partner schools, and has close links with the local area.

**Voluntary Service Overseas (VSO)**

VSO is the world’s leading independent international development organisation that works through volunteers to fight poverty in developing countries. Its approach involves bringing people together to share skills, build capabilities, promote international understanding and action, and change lives to make the world a fairer place for all. There are currently no links between the Federation and VSO.

- Why these particular partners or types of organisation?

We have identified these potential partners because they can each make a distinctive contribution to our four core aims of education, aspiration, imagination and dedication. **The Leeds City College** (as Thomas Danby College) has long-established links with adult and family learning in the community, and works closely with Brigshaw High School in developing 14-19 provision. **Carnegie Leaders in Learning** provide access to innovative leadership pathways for our school leaders at all levels. **The Co-operative** shares our values-driven ethos, can provide practical support in developing our ‘membership’ approach to trust status, an ethical entrepreneurial culture, and links with national and international learning networks. An association with **The Northern Ballet Theatre** can enrich our creative curriculum, provide aspirational models for our pupils – particularly white working-class boys – and act as a link with other creative arts forms – music, theatre, film. An association with **Voluntary Service Overseas** will support our community commitment to contributing to reducing world poverty in practical ways as well as by developing social responsibility. We wish to work closely with **Leeds as our local authority partner** in supporting our school improvement agenda and strengthening our multi-agency provision.

- How will these partners contribute/ how will their expertise be used to support the school improvement strategy?

**The Leeds City College**

- Strengthen parenting support and family learning opportunities
- Access to training for students, and staff (particularly support staff), and access to higher education through Foundation Degrees
- Increased participation and shared 14-19 provision, especially through vocational courses, diplomas, The Foundation Learning Tier, and apprenticeships

**Leeds Local Authority**

- Support for our school improvement partnership and raising standards
- Strengthening of our multi-agency partnership activities
- Opportunities for our trust to support other school clusters and communities
- Stronger links with the community cohesion and neighbourhood renewal agenda
- Continued support for our workforce development, terms and conditions etc.

**The Co-operative College and The Co-operative Group**

- Support for developing a co-operative values-driven ethos across the trust
- Access to a global network of learning providers and businesses which share a similar ethos
- Support for the international business and enterprise specialism within the trust
- Support for the membership model of trust governance

**Carnegie Leaders in Learning (Leeds Metropolitan University)**

- Support for leadership and governance development across the trust
- Customised and brokered leadership programmes for the trust workforce
- Improved links to Leeds Metropolitan University, its access programmes and Initial Teacher Training programme

**Potential partners who we have yet to discuss trust proposals with:****The Northern Ballet Theatre**

- Access to teacher education programmes, activities for children and young people
- Community outreach programmes

**The Lady Elizabeth Hastings Foundation**

- Experience of how to operate successfully in our locality as a charitable trust

**Voluntary Service Overseas (VSO)**

- Contribution to our curriculum experience at all levels
- Raise awareness of global poverty issues and develop stronger sense of social responsibility by providing focused opportunities to 'make a difference'
- Engage older students and staff with appropriate in volunteering – at home and overseas

- Please also indicate whether they have agreed to work with the school to become a Trust.

The local authority, The Co-operative College and The Co-operative Group, Carnegie Leaders in Learning and The Leeds City College have indicated their willingness to work with us to explore Trust status. We are in discussions with The Coalfield Regeneration Trust, but no commitment has been made on either side.

- Please provide contact details for partners (name, address, telephone number(s) and email.

<b>The Co-operative Group</b>	Ms Mags Bradbury The Co-operative Group Membership Office New Century House Manchester <a href="mailto:Margaret.bradbury@co-op.co.uk">Margaret.bradbury@co-op.co.uk</a> Tel: 01612462214
<b>The Co-operative College</b>	Mervyn Wilson Principal & Chief Executive Co-operative College Holyoake House Hanover Street Manchester

	Tel: 0161 2462926 Email: Mervyn@co-op.ac.uk
<b>Leeds Local Authority</b>	Richard H Smith, Head of Governor Support, Education Leeds, 10 <sup>th</sup> Floor West, Merrion House, Merrion Centre, Leeds LS2 8DT Tel: 0113 2243694 richard.h.smith@educationleeds.co.uk
<b>The Leeds City College</b>	Peter McCann Deputy Principal Curriculum & Student Achievement Park Lane Campus Leeds City College LS3 1AA Tel: 0845 045 7275 r.benson@parklanecoll.ac.uk
<b>Carnegie Leaders in Learning</b>	Margaret Christian, Director, Carnegie Leaders in Learning Partnership, Headingley Campus, Leeds Metropolitan University <a href="mailto:m.christian@leedsmet.ac.uk">m.christian@leedsmet.ac.uk</a> Tel: 0113 283 7407

### 2.3 Shared Trusts:

If your proposal involves working with a shared Trust amongst a group of schools, please list all the schools here and explain how the Trust will aid collaboration. **Only list the names of schools who intend to join the Supported Schools Programme to pursue Trust Status. (NB - the governing bodies of all the schools must have agreed to submit this expression of interest.)**

Allerton Bywater Primary School  
Brigshaw High School and Language College  
Kippax Ash Tree Primary School  
Kippax Greenfield Primary School  
Kippax North Junior and Infant School  
Methley Primary School  
Swillington Primary School

Please provide contact details for any other school/s in your shared Trust which do not want to become a Trust School but intend to be a member/partner of the Trust eg VA/VC/Nursery/ other community or foundation school/Independent school (name, address, telephone number(s) and email)

Great Preston Church of England Primary School  
Lady Elizabeth Hastings Church of England Primary School, Ledston

Please list any other school you would be keen to include **at a future date** but where the governing body have not agreed to be included in this EOI.

### 2.4 Governance:

Have you considered whether your Trust should appoint a majority or minority of the governing body? If so, which?

No decisions have been made as yet. The final make-up of the governing body will be dependent on the number and nature of partners within the trust.
<b>Section 3: Outcomes</b>
<b>3.1 Outcomes:</b> What are the key outcomes for children and young people which you are looking for the Trust to deliver?
We intend the Trust to deliver improved outcomes for children and young people at each stage of their learning journey: <ul style="list-style-type: none"> <li>• Strong parenting support and learning opportunities in early years and children’s centres to provide <b>a firm foundation for future progress</b> in a school setting</li> <li>• Consistently high quality creative teaching and learning to allow opportunities for <b>more personalisation</b> at each stage of learning, enabling all pupils to make progress and achieve <b>higher standards</b></li> <li>• Consistent <b>support and guidance</b> to ensure children and young people make successful transitions into learning, training and employment</li> <li>• Learning experiences across the Trust that are characterised by <b>self-responsibility, team-working, co-operation, problem-solving and respect for others</b></li> <li>• More opportunities to develop as <b>active and socially responsible citizens</b> and ethical entrepreneurs with a <b>strong environmental global conscience</b></li> </ul>
<ul style="list-style-type: none"> <li>• What will be the key outcomes for the wider community</li> </ul>
<ul style="list-style-type: none"> <li>• The wider community will have <b>a stronger stake in the future of the trust</b> through its involvement in governance and decision-making.</li> <li>• Young people in the community will be more fully <b>engaged in positive activities</b> in the evenings, at weekends and during school holidays</li> <li>• There will be <b>wider access to buildings and other facilities</b> for a range of community activity and <b>more opportunities for learning, training and recreation.</b></li> <li>• The trust will be a driver for <b>community safety and cohesion, regeneration and investment.</b></li> <li>• The trust will be a <b>major employer in the community</b> and provide a wide range of jobs, training and career opportunities</li> </ul>
<ul style="list-style-type: none"> <li>• What will be its added value over and above those currently projected?</li> </ul>
We are confident that the trust arrangements will secure our work as a school improvement partnership and lead to the following ‘value-added’ outcomes: <ul style="list-style-type: none"> <li>• More consistent levels of attainment across partner primary schools at Foundation Stage, Key Stage 1 and Key Stage 2, and aggregated average of CVA at 100+ each year</li> <li>• Continued improvement in KS4 performance in 5+ A*-C (inc. English and Maths) and CVA of 1000+ each year</li> <li>• KS4 learners opting for a wider variety of curriculum offer at 14+, including diplomas, vocational courses and young apprenticeships, and accessing some of their learning with specialist providers in east Leeds and beyond</li> <li>• Continued reduction in ‘NEET’ figures at 16+ and 17+, and more students going on to higher education and completing their courses</li> <li>• More opportunities to network with other trust schools regionally, nationally and internationally, particularly through co-operative network</li> <li>• More confidence to ‘invest’ in partnership activities in the confidence that they will be sustainable in the longer term as a result of trust status</li> </ul>
<b>Section 4: Wider Context</b>
<b>4.1 Collaboration:</b> Describe briefly how your proposal will fit with any existing partnership arrangements. Please include details of any collaboration or federation arrangements and explain how the Trust will build on or work alongside these.

The Brigshaw Federation of nine schools is our core existing partnership. It incorporates our extended cluster and local area inclusion partnership arrangements, as well as PE School Sports Club Links (PESSCL). All eight primary schools work with Brigshaw High School and each other in transition work, language college out-reach activities, a wide range of curriculum projects (eg Connecting Classrooms, Junior Maths Challenge). There is a joint newsletter, a Federation School Council, shared behaviour and attendance policies. A number of staff work across the Federation, and there is shared off-site provision. The Federation is currently involved in two funded projects – a Targeted Mental Health Project, and one in working with Looked After Children to encourage engagement with out of school activities, improve confidence and raise self-esteem. A number of schools in the Federation have service level agreements with Brigshaw to provide ICT support and facilities management.

The Brigshaw Federation Governing Body has representation from each school, and works through four committees: Children’s Centre; Universal Services; Multi-Agency Partnership; and Resources. Other local partners are represented through this structure – for example Early Years; The Childminding Association; a local councillor; The Primary Care Trust; The Youth Service; The Education Psychology Service; Children’s Social Care; the Voluntary, Community and Faith sector and so on.

Brigshaw High School has close partnership links with Temple Moor High School and Science College, and there is extensive shared post-16 provision across the two schools, including a joint Head of Post-16. Brigshaw works closely with other 14-19 providers in east Leeds, including The Leeds City College and a range of work-based learning providers. There are good links with other specialist language colleges in the city. Brigshaw is the lead school for the local authority for the Business, Administration and Finance Diploma, and was the lead school in the region in developing The UK Careers Academy.

Our proposed trust arrangements would consolidate and build on our existing partnerships. A key priority for us is to safeguard what we have already achieved for children and young people in our community - and extend it - by establishing trust governance which will give learners, parents, carers and the community a formal stake in our partnership’s future. A further advantage will be the establishment of a trust board which is committed to our values, aspirations and approach and which can sustain these irrespective of changes in leadership and governing body at individual school level. This would secure our current partnership, allow us to strengthen it by engaging with external partners who can add capacity, expertise and resource to enable us to fulfil our core aims: education; aspiration; imagination; dedication, and can enable us to secure funding arrangements which are less short-term and give us confidence to build a permanent infrastructure.

**4.2 Specialism:**

If you are a specialist school, please give details of how your plans for a Trust fit with your existing specialism.

Brigshaw High School and Language College has been a specialist school for four years. It will be re-designated this year, and will seek a second specialism as a Business and Enterprise College. As a language college, Brigshaw has increased the take-up and diversity of languages at all levels including post-16, and encouraged a high status for language learning which permeates not only the school itself, but has successfully impacted across the Federation through a wide range of primary engagement activities, including support for MFL teaching . The school has developed innovative approaches to teaching, learning and accreditation of languages and provided many enrichment experiences for students to extend their language competence, develop partnerships with schools abroad, as well as promoting an international ethos that values different cultures. The secondary specialist

school experience could support the development of primary specialisms across the partnership, for example in the arts, science, languages or music.

A strong trust business partner, such as The Co-operative Group, would help embed the links between the language and business specialisms, building on the successful partnership links through the UK Careers Academy and Business, Administration and Finance Diploma work. The trust would develop strong curriculum business links and teaching strengths in business education, financial capability, work-related learning and enterprise-related vocational programmes which could enrich the learning experience across the partnership. There will be a strong focus on ethical enterprise, building on the work already going on across the partnership in terms of Fair Trade, Healthy Schools and charitable activities abroad.

A partner such as Voluntary Service Overseas (VSO) would work with the Trust to develop our commitment and moral purpose, for example in helping to raise awareness of issues around global poverty and building a fairer world. There are a number of ways in which this partnership would benefit the trust, including providing opportunities for staff and older students to contribute their skills on a voluntary basis.

## **Section 5: Discussions to date:**

### **5.1 Governing Body:**

Individual governing bodies have all discussed trust status over recent months, and all schools and governing bodies were represented at a presentation on Trust Schools in May 2009. Federation Headteachers have discussed this collectively on two separate occasions in May and June 2009, and a joint working party of headteachers and governors from all nine schools have collaborated in drawing up this Expression of Interest. We intend to work closely with staff, parents, carers, children and young people, as well as community representatives throughout the consultation process, and engage them as fully as possible in designing our trust approach.

### **5.2 Local Authority:**

We would encourage you to discuss your plans with the local authority, please indicate whether or not you have done, provide details of who has been involved in these discussions and their views, and indicate whether or not the Director of Children's Services (DCS) is aware of this expression of interest. We will notify your DCS of the application. Please explain briefly whether and how your proposal fits into strategic plans for the area.

These plans have been shared with, and are supported by, the local authority, who we would wish to be a trust partner. The proposal aligns well with the local authority's commitment to strengthening local partnership working in line with other major strategic objectives – including 21<sup>st</sup> Century Schools, integrated locality working as part of the wider ECM agenda, and its 'narrowing the gap' initiative which aims to build thriving and harmonious neighbourhoods.

### **5.3 Other Key Stakeholders:**

Have you discussed your initial plans with any other key stakeholders? Please provide details.

The trust proposals have been shared with a number of key community stakeholders, including ward councillors. There will be much fuller consultation in the Autumn Term. Other school leaders in the nearby area have been informed too.

## **Section 6: Costs:**

We would encourage you to consider the costs associated with your Trust proposal. Identify and estimate the costs in relation to establishing a Trust and in becoming a Trust School. Please provide details.

The costs associated with our trust proposals can be shared across the Federation, providing

economies of scale and allowing for greater levels of collective consultation and planning.

Activities would include:

- September – December 2009: **community and stakeholder awareness-raising and consultation events** across nine schools and their communities: Allerton Bywater, Great Preston, Kippax, Swillington, Methley, Ledston/ Ledsham : **£10,000**
- January – April 2010: **community and stakeholder trust design and planning seminars and workshops**, including meeting with potential trustees, visits to existing trust partnerships, communication activities, associated travel costs and expenses: **£10,000**
- **Consultation, co-ordination and administrative support** during the consultation (September-December 2009) and set-up (January – August 2010) phases: **£20,000**
- Legal services and registration costs: **£10,000**

**Signed- Headteacher(s) and Chair(s) of Governors**

Headteacher(s):

All headteachers and Chairs of Governors have signed the Expression of Interest – see hard copy.

Date

Chair of Governor(s):

Date