

# Brigshaw

## FEDERATION

EDUCATION | ASPIRATION | IMAGINATION | DEDICATION



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Headteacher:  
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Anne Pix

Trust 'Visioning' Session for Governors – October 1 2009

# Aims of the workshop

- Introductions and welcome
- The Brigshaw Federation – what's been achieved so far?
- Trust status – what's it all about?
- The Expression of Interest – how far is this a full statement of what we are trying to achieve? What needs strengthening?
- The potential partners.
- The Co-operative Trust model
- 'Ten top tips'
- The consultation questionnaire – are we asking the right questions?
- The consultation process
- Finding out more – learning as we go
- Timescales

# What are we trying to achieve by exploring 'trust' status?

- Use the experience, skills and expertise across the Brigshaw Federation, with the support of other professions and partners, as a lever to raise standards in our schools – and bring about wider benefits for communities
- Create partnerships which are:
  - Non-threatening and for mutual gain
  - At an organisational level
  - Formalised and sustained
- A trust is a separate entity from each school's own governing body, and is an incorporated charity with two objectives:
  - The advancement of education
  - 'community cohesion'
- The trust appoints some governors (typically a minority)

What needs to be clearer? What questions will people ask?

# Trust schools

- Are maintained foundation schools supported with a charitable foundation (trust), but treated in the same way as all local authority schools (eg funding, Ofsted, local authority intervention, school organisation)
- There is no 'one-size fits all' trust model – schools can design an approach which suits their needs
- A shared trust is where a group of schools take on foundation status separately but set up one shared trust, working together to share best practice supported by a suitable range of partners invited to join the trust by their governing bodies.
- Working under the banner of a trust can clarify the schools' vision, focus, aims, expectations and standards, to make collaboration more sustainable

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# Implications for governors

- More capacity for governing bodies with trust-nominated governors
- More control over 'setting the agenda' and determining business
- Strategic and accountability role remains unchanged
  - Still responsible for setting the school budget
- Governors are the employer of staff
  - Teachers are protected by all national agreements
  - Terms and conditions of service for non-teaching staff are secure
  - All pensions are secure
- Governors are the 'admitting authority' within agreed local authority procedures and Code of Practice
  - Foundation schools are represented on the local admissions forum
- The local authority transfers the ownership of the buildings and land to the trust/foundation schools who must use it for educational purposes
  - Legislation in respect of the disposal of school playing fields applies
  - As a maintained school they are still included in the local authority 'asset management plan'
  - Responsible for health and safety at the site

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# Potential benefits

- A model of collaboration which offers more opportunities than a more informal partnership
- Uses the knowledge and expertise of partners which can contribute to our school improvement agenda and addresses local and specific needs
- Greater opportunities for the schools and communities they serve
- Strengthening leadership and governance – new perspectives
- Strengthens good practice
- Opportunities for greater efficiency – economies of scale
- Opportunities for bringing more investment into the schools
- Basis for '21<sup>st</sup> century schools', extended services and local multi-agency working

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# Key aims for our trust proposals

- 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
- help us achieve **much more consistency** between our schools across all five Every Child Matters outcomes
- ensure **more consistent expectations** (for example around attitudes to learning, a healthy lifestyle, behaviour) among pupils, parents and staff
- **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
- 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
- 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.**

What needs to be clearer? What questions will people ask?

# Potential partners

## **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

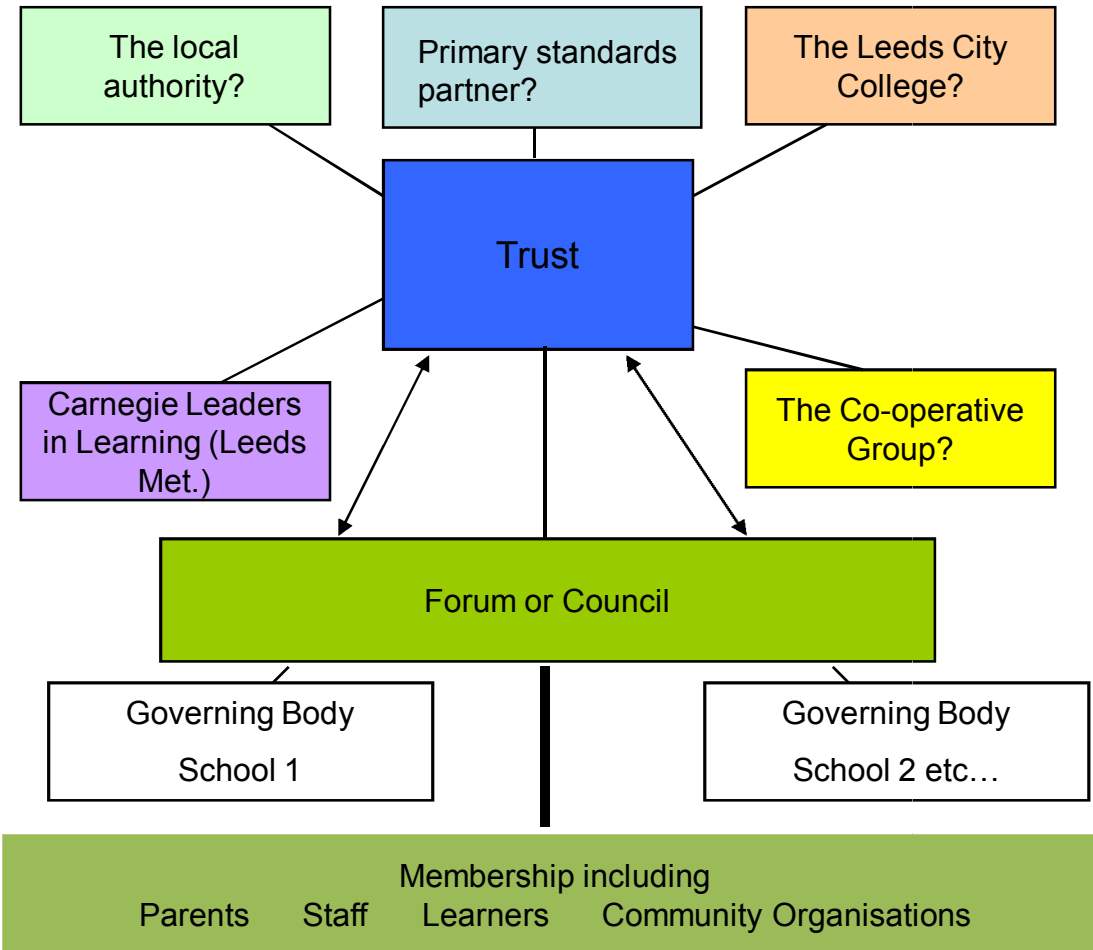
What needs to be clearer? What questions will people ask?

# Our Expression of Interest

- Vision and aims
- Trust focus: how will it make a difference?
  - Education
  - Aspiration
  - Imagination
  - Dedication
- How will it support the schools in maximising the outcomes of students across the five ECM areas?
  - Be healthy
  - Stay safe
  - Enjoy and achieve
  - Make a positive contribution
  - Achieve economic well-being
- Outcomes
  - For children and young people
  - For the wider community
  - Adding value
- Building on existing collaboration
- Specialism (language college)
- The potential partners
  - The local authority
  - The Leeds City College
  - Carnegie Leaders in Learning
  - The Co-operative Group

What needs to be clearer? What questions will people ask?

# Co-operative trust model



- School governing bodies are key in deciding how the trust is 'designed'
- Engages key stakeholder groups through membership
- Forum/Council provides a vehicle for accountability and high level consultation
- Allows for trust to appoint a minority (at least two governors) to each school

There are other trust models.

# Ten 'top tips'

- Establish a steering group /working group
- Appoint a project manager or equivalent
- Nominate a lead person for partner liaison
- Engage local authority (LA) early (and local/district/ parish councillors as appropriate)
- Hold dedicated events
- Hold dedicated Governors' meetings
- Get aims and a shared vision agreed early and accepted by the partners
- Keep key stakeholders engaged throughout the process – not just in the early stages or at key points;
- Agree a communications strategy:
- CONSULT, CONSULT, CONSULT

# The consultation questionnaire

1. What do you think about xxxxxxxxxxxxxxxxxxxx school adopting Trust status?
2. What do you think about xxxxxxxxxxxxxxxxxxxx school being part of a shared Trust with the other schools in the Brigshaw Federation?
3. What do you think about xxxxxxxxxxxxxxxxxxxx school working with:
  - a) Leeds City Council
  - b) Carnegie Leaders in Learning (Leeds Metropolitan University)
  - c) The Leeds City College
  - d) The Co-operative Group
  - e) A 'primary standards' partner
4. Agreement with 'the vision'
5. Governance
6. Council or Forum
7. General

**We need to agree – or at least propose - a name(s) for our partnership.**

# The consultation process

School	w/b 4/10 Not Methley	11/10 Not Methley	18/10	1/11	8/11
<b>Staff</b>					
<b>Parents and carers</b>					
<b>Pupils</b>					
<b>Community</b>					
<b>Federation-wide event</b>					

# And finally...

- Timescales
- Learning as we go
- Next steps