



King Edward VI Community College Totnes

Public Consultation 2011

Booklet One

Changing to a Foundation School Category and Acquiring a Charitable Trust

Dart Valley Learning U

A Rationale





Introduction

King Edward VI Community College (KEVICC) is a large and truly comprehensive Performing Arts specialist college, situated five minutes' walk from the centre of Totnes. The College and the town share a vibrant community with a strong sense of individual identity and energy that you are not likely to find on the average high street. The area has a longstanding international reputation for its pioneering ideas and approaches and for its deep sense of community and place. Our College has a proud history dating back to 1553, based on strong core values and a philosophy that puts mutual respect and the individual learner's needs at the heart of everything we do.

The reason for the consultation

The Governing Body of King Edward VI Community College is proposing to change its status from community to foundation school, and at the same time to acquire a charitable trust, to be known as the Dart Valley Learning Trust. This trust, which shall be a co-operative trust, will hold the college's land and assets in trust, in this case with a strong mutual element.

What we could like you to do

We would like to know what you think of our plans, so we invite you to take part in our public consultation. You can do this by:

- a) reading the trust information leaflet and this booklet (you may also wish to read Booklet Two, which provides answers to a number of commonly asked questions)
- b) completing the Public Consultation Questionnaire and returning it to the College
- c) you may wish to attend one of the consultation meetings being held at the college on 25 May 2011. See section 8.1 for details and times of the various meetings.

Copies of the Booklets and the Public Consultation Questionnaire can be obtained from the college or downloaded from our website:

www.kingedwardvi.devon.sch.uk

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1. Executive Summary

1.1 Proposal

The Governing Body of King Edward VI Community College 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 Dart Valley Learning Trust. The proposed date of implementation is 31 July 2011. The Trust will be a mutual Co-operative Membership Trust.

1.2 What is a Trust School?

This is a 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.

1.3 What is a Co-operative Trust School?

The Co-operative School Trust model enables schools to set themselves up as co-operatives, following co-operative values and principles. This model enables those who are directly involved in the school, parents/carers, staff and students, to become engaged in its long-term strategic direction through membership of the Trust. It will also allow those more directly involved such as other members of students' families, to become involved.

1.4 Why are we considering it?

- To set KEVICC on the next phase of its development as a neighbourhood Community College which expects and achieves the highest of standards for each individual student
- To develop an outstanding learning environment equipped and fit for the 21st century which constantly refreshes high aspirations for all

- To build an effective, coherent and inspiring learning journey from 0-19 across the area
- To Inspire and sustain high levels of energy across the college, students, staff, leadership and governors
- To enable closer, collaborative working with the community and other partners on the development of a community owned learning campus
- To engage with community planning and development with more defined authority in all matters affecting the college land
- To empower young people to fully engage in the leadership and development of their College and local community
- To play a role in the development of Totnes's response to the Big Society, e.g. can KEVICC play a part in the delivery of services? (Landscape and leisure, library services, Adult and Community Learning etc)
- To move the college Ofsted grading to Outstanding

1.5 Trust Partnerships

The Governing Body of the school is proposing to establish, through a Trust, a long-term partnership that aims to bring together the Co-operative Movement, and other partners. In the early stages, in addition to the Co-operative Movement, our partner would be Transition Town Totnes. We expect to include further partners as the Trust develops including our Learning Community; we believe that collaborating more closely with partner schools, building on the good relationships developed to date, will further improve the quality of learning opportunities for students in our College and across the area.



1.6 New Powers and Responsibilities

- The Governing Body of the college 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 college will remain in the maintained sector and still be subject to national and local pay and condition agreements.
- The Governing Body will also become responsible for student admissions, but will work jointly with the Local Authority to administer the provision of student places with the requirements of the National Schools Admissions Code.
- The Trust will hold the land and capital assets in Trust for the College although the Governing Body will retain day-to-day responsibility for managing these assets in the same way that they do now.

1.7 Consultation Process

- You will have the opportunity to comment on these proposals during the consultation period that runs from noon Wednesday 4 May 2011 to noon Wednesday 8 June 2011. We would emphasise that no decision has been made yet and we would welcome suggestions that might improve our proposals, as well as challenging them.
- 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 college.

1.8

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 Dart Valley Learning U .

2. Vision and Values



2.1 Our Values

Our College has a proud history dating back to 1553, based on strong core values and a philosophy that puts mutual respect and the individual student's needs at the heart of everything we do.

KEVICC:

- Cultivates a culture of achievement
- Is a safe and nurturing place where all are respected and cared for
- Is an exciting place for us all to explore, make mistakes, create, and enjoy learning
- Listens and responds to what students have to say and engages them in the management and leadership of the school
- Develops trust, confidence and responsibility across the whole community
- Encourages students and staff to have high expectations and to follow their dreams
- Actively works to develop enriching partnerships with communities near and far from Totnes to Kolkata and beyond
- Produces wonderful, inventive and articulate students



2.2 Our Vision for the Trust

- Our vision is to be an inspiring community of learners, in and beyond KEVICC. We will not compromise in our endeavour to provide the very best teaching and learning opportunities for our students. We aspire to raise achievement at KEVICC to the highest levels.

- The Trust aims to work closely with the community to help raise aspiration and contribute fully to the life of the community.

- To support this vision we propose to develop a Co-operative Trust, which can enable and challenge our students and our staff to achieve their full potential. We want to draw upon the inspirational context of our many innovative local businesses, entrepreneurs, futuristic thinkers, academics and Learning Community. By encouraging their greater engagement with our young people we hope not only to transform the life-chances of every student that passes through the College, but to have a lasting impact upon the wider community as well.

- The creation of the Trust will provide a strong and well-tested legal entity through which to collaborate with our partners for the benefit of our students. The Trust will play a key part in the next phase of development of this remarkable College; both to take it to excellence and also to support the development of its buildings and land.

2.3 Co-operative Values and Principles

- The ethos of the College aligns very well with co-operative values and principles of the co-operative movement (see Appendix B).

- 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 their ethical values of honesty, openness, social responsibility, and caring for others.

- 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.

- These values and principles will underpin the work of the Trust and we believe will contribute to strengthening the College and its links with the local community.

3. What will the Trust do?



3.1 What will be the Trust's particular focus?

To raise students' aspirations and achievement to exceptional levels:

Phase 1: Raising student aspirations and achievements by extending learning opportunities through engagement with the community

Phase 2: Developing the progression and continuity of learning 0-19 to create an integrated 'Learning Journey' across the Totnes Learning Community



3.2 What difference would it make to be a Co-operative College? What benefits would it bring?

- KEVICC would highlight its character as a Community College by aligning its own deeply held values with those of the Co-operative Trust
- As the first such Trust in Devon it would raise the profile of KEVICC in the educational community and amongst prospective and current parent
- Becoming a Co-operative Trust enables KEVICC to join a fast growing network of co-operative schools and colleges across the country
- Parental engagement would be enhanced through the Trust governance arrangements, particularly via its Stakeholder Forum and accompanying membership dimensions.
- Students would benefit from greater interaction with a range of community expertise, e.g. assist with problem solving real issues in the town, enterprise development, greater interaction with charity work in the town etc
- Provision of learning and earning opportunities through regeneration programmes to help build active citizenship.
- Control of our own land enables more flexibility in joint planning to ensure the best solutions to the College accommodation needs
- Working inclusively and collaboratively with representation of partners from education and training, employment and regeneration to raise standards
- Open and honest relationships with partners, helping each other reach common goals

- Membership is open to parents/carers, members of the community, partners, learners, their extended families and staff

- Raising aspiration through embedding a 'life long learning' ethos in the extended community.

3.3 How would we benefit from Trust Partners?

- The character and values of KEVICC would be defined and reinforced through its partnerships and its association with the Co-operative College

- Partners will bring with them strong ties to community groups in the town to enhance opportunities for students and staff

- Partners will share management and strategic experience and expertise with all tiers of leadership and management through the Trust

- Partners will bring their local and national network contacts for the benefit of the College
- Partners will support the raising of standards through mentoring

3.4 What will each Partner bring to the trust?

Phase 1 and beyond:

- The Co-operative Movement - has extensive experience in supporting educational establishments to develop and embed a co-operative 'values driven ethos' across the College and across the curriculum. It will also help bring a global dimension to College and community perceptions, through national and international links with other co-operative educational institutions and organisations. Initially, it will be represented by The Co-operative College. Being a co-operative trust college will also allow us to become a member of the National



Co-operative Schools Society, which is a fast growing national schools organisation which will be of great assistance as we face the rapidly changing educational landscape facing all mainstream schools. Equally important, we will also be able to participate in a strong international network of co-operative schools and colleges.

- Transition Town Totnes - brings a range of knowledge, values and skills which have evolved through TTT's processes and projects:

- o TTT is a national and internationally known "brand" with a wide range of connections to "innovative" individuals and organisations including the transition network

- o A focus on the development of social enterprise, looking at the personal and team skills needed and how to assess and make use of local opportunities for business set up

- o Support for pioneering the development of ideas around defining "A school for the Future" in the context of rising fuel prices, climate change issues and changing economic circumstances: this to include a focus on developing resilient individuals and communities

- o Promoting the opportunities for apprenticeships with TTT related companies

- o Support for Leadership Training for students: how to make things happen for themselves and for others

- o Links with TTT's international visitors programme

- o Actively develop land based skills including the development of new courses where appropriate

- o Provide opportunities to engage the community of the school with the community of the wider Totnes working through parents, teachers and students.

- The Governing Body of King Edward VI Community College will also itself be represented on the Trust with

four nominated trustees, including the Principal and Chair of Governors (or nominee).

Phase 2

- Phase 2 of the Trust extends this focus on teaching and learning with our Learning Community; we believe that collaborating more closely with partner schools, building on the good relationships developed to date, will further improve the quality of learning opportunities for students in our College and across the area. It is envisaged that the Totnes Learning Community will become an Associate Partner of the Trust

- With a shared focus and approach to developing the 0-19 learning journey, we can benefit from mutual support and access to a wide range of learning opportunities.

- This will promote high quality learning experiences for all in the Trust and build successful progression and continuity across all schools, key stages and transitions.

- Students will experience and learn from a 0-19 Learning Strategy and Curriculum for Achievement that is cohesive, with clear and effective continuity and progression across Key Stages.

- The key to developing the 0-19 Learning Journey for all students in the area is the collaborative practice we aim to achieve across the Learning Community, sharing expertise in teaching and learning, curriculum and leadership.

- The second and vital benefit is that, by becoming a Trust, we create a strong entity at a time when the LA is diminishing. Sharing resources across the Learning Community should help to maintain learning on all sites in a time of budget constraints.

- There are three key strands to this phase: teaching and learning, leadership and management, and maximising resources and expertise:



Teaching and Learning

- Creating procedures for all, across the Learning Community, to share strengths to improve learning opportunities and outcomes for all
- Aligning curriculum content in different primary schools to follow similar patterns allowing opportunities for us to create “big splash” events that make learning more memorable, stimulating and fun. This curriculum will be built on agreed Learning Values and Principles, following our work with Nick Hind
- Developing a coherent 0-19 learning experience, with continuity and progression across key stages, phases and transitions, encompassing personalised approaches that meet all students’ needs
- Sharing Teaching and Learning ideas across the Learning Community to produce creative and imaginative joint planning
- Sharing curriculum resources with other schools, and creating links with schools nationally and internationally, to allow all children to have access to improved opportunities, including outdoor learning environments
- Providing opportunities for children from different schools to work collaboratively, including involving children from a variety of schools in residential visits
- Offering much improved opportunities for the creation of Gifted and Talented learning opportunities, directly building on the curriculum offered across the local area
- Strategically operating curriculum resources and other joint procurement, allowing all the Learning Community access to things that we have never dreamt of before and making efficiency savings wherever possible, such as saving money by buying joint site licenses and school data packages for the whole Learning Community, not individual schools

- Projecting a positive and powerful educational identity to the local community, with a strategic approach to ‘displays’ that show the quality of learning taking place
- Developing Learning Community lead teachers who will lead curriculum development across the Learning Community
- Delivering CPD locally that relates directly to the curriculum that the children are following
- Creating shared planning opportunities to improve teaching and learning
- Exploring teacher exchanges across the Learning Community to meet the specific needs of schools
- Organising secondments as a normal feature of working in the Learning Community, providing teachers with opportunities to develop their teaching (and leadership) skills further in a range of different schools.

Leadership and Management

- Taking the opportunity to meet the increased challenge of leading change across the whole area
- Strategically developing leaders for the future
- Engaging with a partner with a strong academic profile to sustain dynamic leadership into the future
- Creating a larger pool of interested, creative curriculum leaders who have a genuine interest in their subject
- Spending more high quality time on the creation and delivery of a single agreed strategic plan for the Learning Community
- Creating more dynamic Head Teachers’ meetings, leading to even better schools existing in all corners of the area



- Forming a Learning Community Improvement Plan that underpins the individual improvement plans of all schools in the Learning Community.

Maximising Resources and Expertise

- Accessing specialist services already available at KEVICC such as web and network management, site management, Health and Safety, HR and finance
- Exploiting other emerging areas (currently unknown) to make individual settings more efficient and effective
- Accessing shared expertise related to buildings, insurances, compliance and other technical matters
- Using the talents and experience of different Head Teachers and senior staff who will accept the mantle of “expert” in a particular subject, and be available to provide advice to other schools
- Sharing one finance expert familiar with budgeting and SIMS for the Learning Community
- Sharing transport resources
- Calling upon the support mechanisms available from within Learning Community to use when a school has a crisis or Head Teacher absence to cover
- Using one partner who provides caretaking, cleaning and grounds maintenance for all and ensuring that standards are consistently high in all schools
- As the trust will also be a charitable company limited by guarantee, we will be able to access new funding streams e.g. Big Lottery etc. that currently we cannot. Another possibility is for the trust in the medium term future to establish a trading arm. Any profits from which would go back in turn to the trust to assist its educational objectives.

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 Department for Education (DfE). It will carry out its duties in relation to the school as set out by the DfE, 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 College and it will not seek to change the character (religious or otherwise) of the college.



4.4

The Trust will meet a minimum of three times per year (co-ordinated with college 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 College, partners, and members as shown in the diagram below.

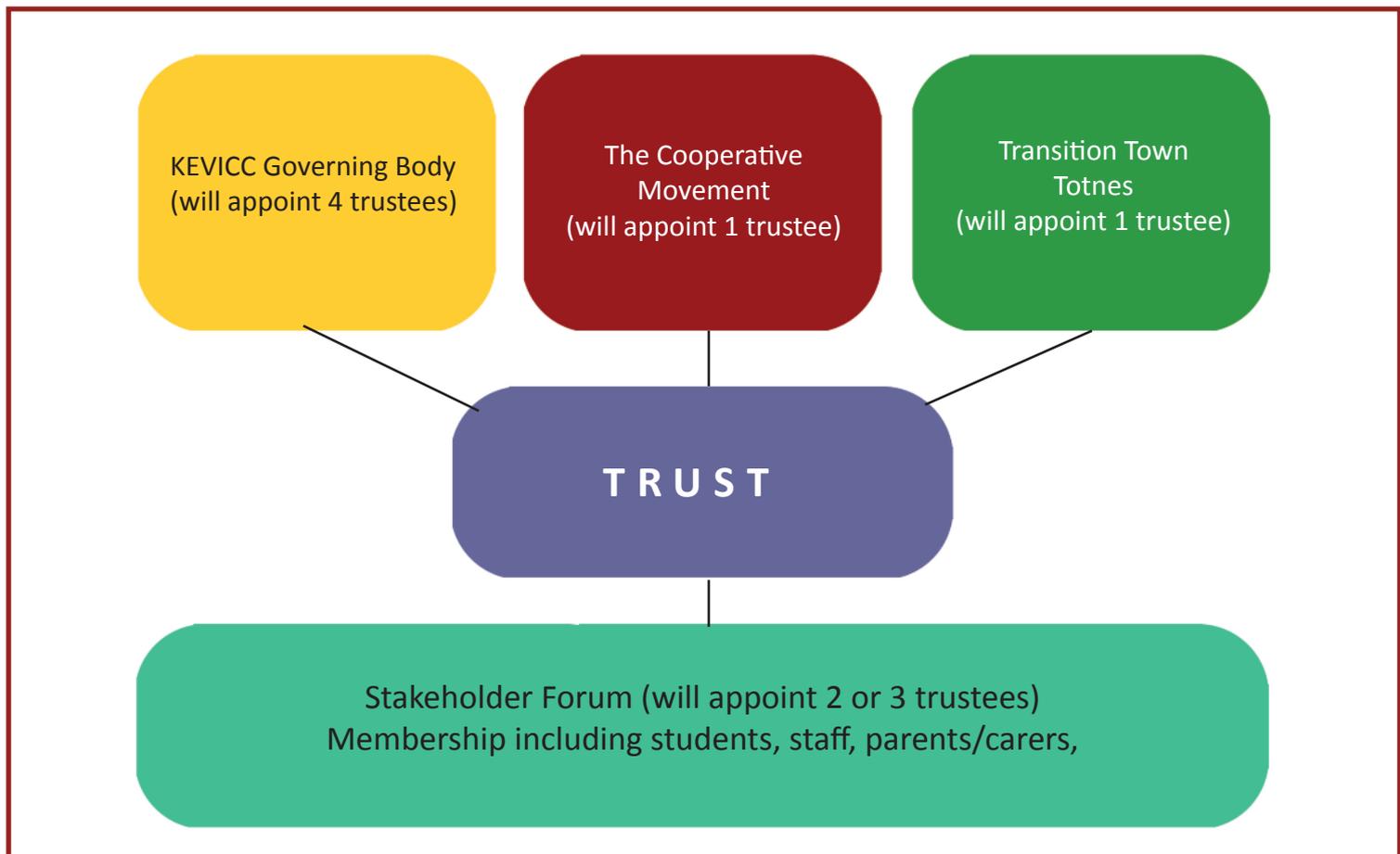
4.7

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 College 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 admission of students to 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 full 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 College'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 College 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 College'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?



Admissions

6.1

The College 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 College will continue to work in partnership with the Local Authority to ensure that student places are given fairly in line with the published admissions criteria that conform to the School Admissions Code. However a Trust school Governing Body reserves the right to review admissions arrangements as deemed appropriate.

Composition of Governing Bodies

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.



Membership of the Trust

6.3

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/carers, staff, students and community representatives both individually and from organisations. Its purpose will be to hold the Trust to account, to help shape policies and to elect a minority of trustees.

6.4

The College ethos, including objectives relating to behaviour and performance and the College'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 college'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 College. Employees will be employed by the College'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 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 Partnership.

8. The Consultation Process

8.1

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

- a) Complete and return the Public Consultation Questionnaire
- b) Send in your comments to the College
- c) If you are a parent/carer, member of staff or a member of the public, come to the appropriate meeting to discuss the proposal.

Consultation meetings will all be held at King Edward VI Community College on Wednesday 25 May 2011. Details and times are as follows:

Students:	2.30pm
Staff:	3.50pm
Parents/Carers:	5.30p
Public:	6.15pm

8.2

You can comment at any time from noon on Wednesday 4 May 2011 to noon on Wednesday 8 June 2011.

8.3

After the consultation is closed all comments will be considered and a report will be prepared for the Governing Body. These reports will be made available on our website at www.kingedwardvi.devon.sch.uk.

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:

- 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
- c) Decide to remain as a community school without changes.

8.5

If the College Governing Body decides to proceed and issues Statutory Notices there will be another chance to comment on any proposals which might be made before a final decision is taken by the school Governing Body.

8.6

The proposed implementation date is 31 July 2011.

8.7

Copies of all the consultation documents can be obtained from our website: www.kingedwardvi.devon.sch.uk or from the College.

8.8

If you have any queries about anything you have read here and would like further clarification, please contact us.

Email: trust@kingedwardvi.devon.sch.uk or write to: Marie Trant at **King Edward VI Community College, Ashburton Road, Totnes, Devon, TQ9 5JX**

9. Appendices

Appendix A: List of Consultees

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

- Students currently at the school
- Parents/carers of children currently at the school
- Staff currently employed at the school, both teaching and support staff
- All schools currently sending children to the school
- The Local Authority and neighbouring Local Authorities
- The Town 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
- Local and neighbouring Colleges and Higher Education Institutes
- Children and Adolescents Mental Health Service (CAMHS)
- The Primary Care Trust (PCT) and Local GP surgeries
- Connexions.

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



Appendix B – Co-operative Values and Principles

The Values and Principles embraced by today's worldwide Co-operative Movement have evolved from the ideas of the early co-operators of the 18th and 19 centuries. They are embodied in the statement of Co-operative Identity published by the International Co-operative Alliance (<http://www.ica.coop/al-ica>)

Self-responsibility

Individuals within co-operatives act responsibly and play a full part in the organisation.

Self-help

In co-operatives, people help each other whilst helping themselves by working together for mutual benefit.

Equality

Each member will have equal rights and benefits (according to their contribution).

Co-operative Values

Co-operatives throughout the world share a set of values that give them their distinctive character.

Solidarity

Members will support each other and other co-operatives.

Democracy

A Co-operative will be structured so that members have control over the organisation – one member, one vote.

Ethical Values

In the tradition of their founders, co-operative members believe in the ethical values of: Honesty, openness, social responsibility and caring for others.

Equity

Members will be treated justly and fairly



The co-operative principles are guidelines by which co-operatives put their values into practice.

<p>1st Principle: Voluntary and Open Membership</p>	<p>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.</p>
<p>2nd Principle: Democratic Member Control</p>	<p>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.</p>
<p>3rd Principle: Member Economic Participation</p>	<p>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.</p>
<p>4th Principle: Autonomy and Independence</p>	<p>Co-operatives are autonomous, self-help organisation 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.</p>
<p>5th Principle: Education, Training and Information</p>	<p>Co-operatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively and strengthen the Co-operative Movement by working together through local, national, region and international structures.</p>
<p>6th Principle: Co-operation among Co-operatives</p>	<p>Co-operatives serve their members most effectively and strengthen the Co-operative Movement by working together through local, national and international structures.</p>
<p>7th Principle: Concern for Community</p>	<p>Co-operatives work for the sustainable development of their communities through policies approved by their members.</p>