

Trust School Proposal – Statutory Proposals

1 Introductory Information

1a School Details

This is a proposal for the following schools to change category from Community to Foundation and acquire Trust status with those detailed in section 3c.

- Alverton Community
Primary School,
Alverton,
Penzance, Cornwall, TR18 4QD
- Cape Cornwall School,
Cape Cornwall Road,
St Just,
Penzance, Cornwall TR19 7JX
- Gulval Community Primary School,
School Lane, Gulval,
Penzance, Cornwall TR18 3BJ
- Humphry Davy School,
Coombe Road,
Penzance, Cornwall TR18 2TG
- Marazion Community Primary School,
School Lane,
Marazion, Cornwall, TR17 0DG
- Mousehole Community Primary School,
Foxes Lane,
Mousehole, Cornwall, TR19 6QQ
- St Levan Community Primary School,
The Bottoms,
St Levan,
Penzance, Cornwall, TR19 6HD
- St Just Primary School,
Bosorne Road,
St Just,
Penzance, Cornwall TR19 7JX

1b Dates

The proposed implementation date is 1st November 2012.

1c Objections or comments

- Within four weeks from the date of publication of these proposals, **by noon on 11th October 2012**, any person may object to or make comments on the proposals by writing to one of the above schools.

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 13th June 2012 to all consultees listed in section 9 of the consultation document and published on the websites. Posters were displayed in the area around the schools, and there was press coverage at the start, and during the consultation. Additional copies of the consultation document were made available upon request.
- ii) The results of this extensive consultation exercise were summarised in a report for

the governing body of each school and this report is attached (copy in [Appendix 2](#)).

- iii) The consultation was promoted widely and 2560 consultation packs were distributed.
- iv) There were separate staff and public meetings at the schools and meetings with the unions, school, and local authorities to discuss the proposed alterations.
- v) Additional copies of the consultation document were available from the websites and copies of the consultation document were also available in school for collection. (see Appendix 1).
- vi) Simultaneously with the public consultation pupils and students in the schools were consulted using a mixture of assemblies, school council, and elected representatives. [This process gave support for the proposals].
- vii) At the end of the consultation period on July 11th 2012 a total of 207 response forms (8% return rate) had been returned and the majority 193 (93%) of these were supportive with 9 (4%) being unsure and only 5 (3%) response forms indicating complete opposition to the proposals (see Appendix A of the report). This is a very good response rate indicating very strong support for the proposals.
- viii) It should be noted that Pendeen Community Primary School decided to withdraw from the process following consultation and the figures in vii) above and ix) and x) below have been amended from those in Appendix 2 to reflect only the responses from the eight schools who voted to proceed to publish statutory proposals.
- ix) Of the returns, 99 were from parents, 54 were from staff, 32 from Governors and 22 were from other individuals or groups from within the community.
- x) Of the 193 respondents who supported the proposals, 86 were parents, 53 were from staff, 27 were from Governors and the remainder were from others.
- xi) All staff who responded said they support the proposals. One or two had some minor concerns around the influence of the Trust over schools and one had some experience of working in a trust elsewhere and had found decision making insufficient to meet all the schools' needs. However it is also clear that the great majority of staff are fully reassured that this legal change of employer will not make any difference to their present pay and conditions arrangements. A letter to obtain the required employment assurances has been sent to the LA (see Appendix E). In addition a staffing protocol (see Appendix F) developed with Trade Unions and Teacher Associations and which has been adopted by governing bodies in most other Co-operative Trusts has also been proposed. Linked to this is a formal national agreement between UNISON and the Schools Co-operative Society (SCS), which is the recently formed representative body for co-operative schools. Nevertheless there may well be a few staff that still harbour some concerns. It will be important to reassure some of them that experience elsewhere in the other co-operative trust schools, mean any remaining concerns are completely unfounded. The proposed LA reassurances and associated staffing protocols with the TATUs plus the UNISON/SCS National Agreement, should all serve to reassure staff. This is particularly true for support staff with regard to the UNISON/SCS National Agreement. Each governing body is recommended to formally adopt these two documents.
- xii) There were no written responses.
- xiii) As the information provided in this section demonstrates, all statutory requirements about consulting on these proposals have been met. The Governing Body of the eight schools met separately to consider the consultation responses on 17th July 2012 and considered the issues raised.

1e Changes made in response to consultation responses

Following careful consideration of the responses to the consultation, the Governing Bodies of each school decided no alterations were necessary.

1f Alteration Description

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

the Governing Body of **Alverton Community Primary School** intends to make a prescribed alteration to Alverton Primary School which is a Community School located at Alverton Primary School, Alverton, Penzance TR18 4QD

the Governing Body of **Cape Cornwall School** intends to make a prescribed alteration to Cape Cornwall School which is a Community Secondary School located at Cape Cornwall School, Cape Cornwall Road, St Just TR19 7JX

the Governing Body of **Gulval Community Primary School** intends to make a prescribed alteration to Gulval Community Primary School which is a Community School located at Gulval Primary School, School Lane, Gulval, Penzance, Cornwall TR18 3BJ

the Governing Body of **Humphry Davy School** intends to make a prescribed alteration to Humphry Davy School which is a Community School located at Humphry Davy School, Coombe Road, Penzance, Cornwall TR18 2TG

the Governing Body of **Marazion Community Primary School** intends to make a prescribed alteration to Marazion Community Primary School which is a Community School located at Marazion Primary School, School Lane, Marazion, Cornwall, TR17 0DG

the Governing Body of **Mousehole Community Primary School** intends to make a prescribed alteration to Mousehole Community Primary School which is a Community School located at Mousehole Primary School, Foxes Lane, Mousehole, Cornwall TR19 6QQ

the Governing Body of **St Levan Community Primary School** intends to make a prescribed alteration to St Levan Community Primary School which is a Community School located at St Levan Primary School, The Bottoms, St Levan, Penzance, Cornwall, TR19 6HD

the Governing Body of **St Just Primary School** intends to make a prescribed alteration to St Just Primary School which is a Community School located at St Just Primary School, Bosorne Road, St Just, Penzance, Cornwall TR19 7JX

The proposed alteration in each case 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 each school believes that forming a trust will provide opportunities to improve learning in our community. The 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) Each school will have a foundation established otherwise than under the SSFA 1998.

c) This is not a change of category to foundation from a voluntary aided school so no consent is required.

3. Acquiring a Trust

a) The name of the Trust that Governors intend to acquire from the 1st November 2012 is "The Penwith Education Trust".

b) The “Penwith Education Trust” partner organisations plan to work in partnership and collaboration with our schools. Forming the Trust body formalises that working relationship and ensures that relationships survive changes of personnel, for the benefit of all schools in the wider area acquiring the same Trust.

Working as a shared trust will clarify our vision and aims, raise expectations, aspirations and standards, and make our existing collaboration more sustainable. We believe it will help our children achieve even more than they do now. We aim to provide the very best education possible for all children in our communities by working together more effectively, sharing very best practice and learning across all of our schools as well as promoting community cohesion.

Key aims of the Trust are to:

- Ensure consistently high expectations across our schools: amongst learners, teachers, parents and carers.
- Enable all learners to benefit from high quality teaching and learning;
- Work effectively with parents/carers, professionals and the wider community to promote health and well-being, creating the right conditions for learners to thrive;
- Make efficient use of all resources available to us and thereby maximise the benefits for learners;
- Work with external partners to widen the range of opportunities available to our workforce and our young people;
- Make our school improvement strategies more sustainable and further raise aspirations by more effectively engaging stakeholders, especially parents, via the Trust’s co-operative membership mechanisms:
- Improve social cohesion within our community by strengthening our commitment to co-operative values, including respect, social justice, fairness and democracy.

c) The proposed members of the trust are:

- Cornwall Council (1 Trustee)
- The Co-operative Movement (initially represented by the Co-operative College) (1 Trustee)
- Heamoor Primary School (2 Trustees, - see below *)
- Nancealverne School (2 Trustees, - see below *)
- Newlyn Primary School (2 Trustees, - see below *)
- Pensans Primary School (2 Trustees, - see below *)
- Alverton Primary School(2 Trustees, - see below *)
- Cape Cornwall School(2 Trustees, - see below *)
- Gulval Primary School (2 Trustees, - see below *)
- Humphry Davy School (2 Trustees, - see below *)
- Marazion Primary School (2 Trustees, - see below *)
- Mousehole Primary School (2 Trustees, - see below *)
- St Levan Primary School (2 Trustees, - see below *)
- St Just Primary School (2 Trustees, - see below *)

* for schools for whom the Trust shall act as a foundation, the two trustees shall be the Head Teacher and Chair of Governors – or the Chair’s nominee.

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 some of the Trust’s trustees.

It is proposed that the Trust would perform in the most effective and democratic manner if it were to be established and operate in accordance with co-operative values of self help, self responsibility, democracy, equality, equity and solidarity. The co-operative model provides a level of community engagement and participation that is essential if the adoption of trust school status is going to achieve the Schools’ vision for education in the community and will assist in the promotion of community cohesion.

Accordingly membership of the Trust would be open to anyone approved by the Trustees, is willing to be bound by the provisions of the Trust's constitution and who is eligible for membership of any one of the following five membership constituencies:

- learners attending the School;
- parents and carers of those attending the School;
- staff working at the School;
- members of the local community; and
- local community organisations

The Trust will have a Stakeholder Forum composed of members which will be able to appoint Trustees. The Stakeholder Forum would discuss issues affecting the Trust, make recommendations to the Trustees, and appoint two Trustees. As the Trust develops it will welcome other schools joining the Trust.

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

d) The Trust will appoint a minority of Governors (namely two), onto the Governing Body at each school as defined in Appendix 3.

e) Each partner will appoint trustees as shown in 3c. The Stakeholder Forum will appoint two Trustees.

f) The proposed constitution of each Governing Body is shown in Appendix 3.

g) The Trust's charitable objectives will be to advance the education of the learners in the Penwith Education Trust remit, to advance the education of other members of the community, and otherwise to benefit the community, it being acknowledged that in carrying out the objects the Trust must (where applicable) have regard to its obligation to promote community cohesion under the Education Acts.

h) The Trust already acts as the foundation of Heamoor Primary School, Nancealverne Special School, Newlyn Primary School and Pensans Primary School.

i) The Trust will meet the requirements on Trusts as detailed in School Organisation (Requirements as to Foundations) (England) Regulations 2007.

j) The Penwith Education Trust is already making a difference by seeking to engage with partners from regional and local organisations to both raise aspirations of the children and to deliver a holistic approach to child and family support, which will embody the reality of every child matters. Co-operatives the world over share values of self help, self responsibility, democracy, equality, equity and community solidarity.

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

- the four schools already in the Penwith Education Trust have worked together for mutual benefit. Working as a Learning Community has helped the named schools to develop a common set of aims and values and currently, the Headteachers and teachers from the four schools meet together regularly to share ideas and to receive training. Learners from the schools take part regularly in activities organised by the schools working together. This has helped all of these schools to improve:
- becoming a shared Trust will help us to clarify our vision and aims, continue to raise expectations and standards across the partnership, and make our existing collaboration more sustainable. We believe that to meet the needs of the community we need to work together as a community. As a group of schools we know that we can achieve more by working together than we can by working alone. A shared Trust, in this case the Penwith Education Trust, would help to make that belief a reality.

In particular we see our model as an opportunity to:

- Promote an ethically and socially diverse society in which achievement and prospects for people from different social and ethnic backgrounds are not subject to discrimination
- Enable far greater access to, and reliance on, technology as a means of conducting daily interactions and transactions
- Make efficient and effect use of resources through collective bargaining power in negotiations with suppliers of goods and services, enabling best value principles and the prioritising of funds for teaching and learning.
- The Trust will encourage schools to pool expertise and resources to enable them to maximise the benefits for children and staff.
- Understand the complex pathways through education and training, requiring both staff and children to make choices and reach decisions
- Acquire a sharper focus on sustainability, the role of individuals within their communities, and their impact on the environment

The Trust will contribute to the advancement of education and raise standards through the creation of a platform for on-going improvement. The resources and expertise brought to the Trust by the partners will strengthen strategic leadership, increase support and challenge and consolidate effective monitoring, thereby bringing about rapid improvement in outcomes for students.

k) The schools acquiring the Trust already work with other schools in an Extended Schools partnership towards delivering the core offer for Extended Schools. This work will continue so that the entire Trust area, and not just the schools acquiring the Trust, will offer community cohesion and development for our local community and will contribute to the diversity of educational provision in the area.

l) After considering responses to these proposals, the governing body of each of the schools will decide whether it wishes to acquire the Trust. If the governing body of a school decides that it does not wish to acquire the Trust, that decision will not preclude the other schools from acquiring the Trust.

Dated: 13th September 2012

Signed:

Mrs Nanette Newton-Hinge
Chair of Governors,
Alverton Primary School

Signed

Mrs Gill Joyce
Chair of Governors
Cape Cornwall Secondary School

Signed:

Mr Martin Brownfield
Chair of Governors,
Gulval Primary School

Signed

Ms Katherine Uren
Chair of Governors,
Humphry Davy Secondary School

Signed:

Mrs Delyth James
Chair of Governors,
Marazion Primary School

Signed:

Mrs Margaret Byrne

Chair of Governors,

Mousehole Primary School

Signed

Mr Clive Apsey

Chair of Governors

St Just Primary School

Mrs Sharon Brolly

Chair of Governors,

St Levan Community Primary School

Appendix 1 – Consultation Documentation.

Booklets One and Two, plus the summary information leaflet are attached separately

***The Penwith Education Trust
Alverton Community Primary School,
Cape Cornwall School,
Gulval Community Primary School,
Humphry Davy School,
Marazion Community Primary School,
Mousehole Community Primary School,
Pendeen Primary School,
St Levan Community Primary School,
St Just Primary School.***

Draft Report on the Consultation

Full Governing Body Meeting

17th July 2012

INTRODUCTION

This document summarises the feedback from The Penwith Education Trust (PET) public consultation exercise for Alverton Community Primary School, Cape Cornwall School, Gulval Community Primary School, Humphry Davy School, Marazion Community Primary School, Mousehole Community Primary School, Pendeen Primary School, St Just Primary School and St Levan Community Primary School, (hereinafter referred to as the 'nine schools').

This consultation report was produced on behalf of the nine governing bodies by the Co-operative College who also facilitated the consultation. The purpose of the consultation exercise was to allow each governing body to seek the views of its school community (and any others with an interest), on its proposals to change the school's category from community to foundation and to establish The Penwith Education Trust (PET or the Trust) as its legal foundation.

Copies of consultation documents were published on the nine school websites and distributed widely to consultees including parents/carers, learners, staff, teacher associations and support staff trade unions, local Headteachers and Governors, Cornwall Council as the Local Authority, members of the community/ community organisations and elected members in the catchment area of the schools.

In addition separate consultation meetings were held for Unions, staff and their representatives, as well as for parents/carers at all the schools. Additionally general public meetings for anyone with an interest were held. These meetings were well publicised locally.

The views of learners were sought via a series of separate meetings with them, using a range of appropriate methods, including assemblies. These generally indicated support for the proposals from learners.

This document summarises the responses received for the consultation as a whole as well as the results for each school (– see Appendices A1 to A9.). Included within this report are a summary of the views and comments received from individuals. All responses will be made available to the governing bodies for examination when they consider this consultation. Individual responses are also available for examination by contacting individual schools.

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1. Executive Summary

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

xiv) In outline the timescale was as follows:

- a. At the start of consultation (13th June 2012) a summary information leaflet was circulated to all required consultees providing details of the forthcoming consultation exercise and clearly setting out the process to be followed. It was accompanied by the response questionnaire plus an accompanying explanatory letter.
 - b. This information leaflet clearly gave details of the detailed consultation document, Booklet One – and how a hard copy could be obtained from any of the school offices as well as being available on school websites. An additional Question and Answer (Booklet Two) was also made available on school websites and printed copies made available to anyone who requested a copy (see consultation documentation in Appendix B - attached).
 - c. Joint staff meetings were held at some schools in close proximity and in individual schools as necessary. These were held as follows; on 26th June for Gulval and Marazion Community Primary Schools at Gulval School; and on 27th June for Cape Cornwall School, St Just Primary School, Pendeen Primary school and St Levan Community Primary School - held at Cape Cornwall School; and for Marazion Community Primary School, Humphry Davy School and Alverton Community Primary School at their individual schools. These staff meetings were well attended and were complemented by a meeting with trade union and teacher association representatives held at Cape Cornwall School on 27th June 2012 (see Appendix A1).
 - d. Parents and carers' meetings (with 'shorter' and 'longer' variants) were also held at all the nine schools.
 - e. During the public consultation phase, learners in the nine schools were consulted via their School Council or equivalent method and there was general support for the proposals from learners. Meetings for members of the public and local community groups were also held.
- xv) The consultation was promoted widely and 2784 consultation packs were distributed when consultation officially opened on June 13th 2012.
- xvi) At the end of the consultation period on July 11th 2012 a total of 257 response forms (9% return rate) had been returned and the majority 232 (91%) of these were supportive with 16 (6%) being unsure and only 8 (3%) response forms indicating complete opposition to the proposals (see Appendix A). In our experience this is a very good response rate indicating very strong support for the proposals.
- xvii) Of the returns, 105 were from parents, 54 were from staff, 35 from Governors and 63 were from other individuals or groups from within the community.
- xviii) Of the 239 respondents who supported the proposals, 91 were parents, 53 were from staff, 29 were from Governors and 66 were from others.
- xix) All staff who responded said they support the proposals. One or two had some minor concerns around the influence of the Trust over schools and one had some experience of working in a trust elsewhere and had found decision making insufficient to meet all the schools' needs. However it is also clear that the great majority of staff are fully reassured that this legal change of employer will not make any difference to their present pay and conditions arrangements. A letter to obtain the required employment assurances has been sent to the LA (see Appendix E). In addition a staffing protocol (see Appendix F) developed with Trade Unions and Teacher Associations and which has been adopted by governing bodies in most other Co-operative Trusts has also been proposed.

Linked to this is a formal national agreement between UNISON and the Schools Co-operative Society (SCS), which is the recently formed representative body for co-operative schools. Nevertheless there may well be a few staff that still harbour some concerns. It will be important to reassure some of them that experience elsewhere in the other co-operative trust schools, mean any remaining concerns are completely unfounded. The proposed LA reassurances and associated staffing protocols with the TA/TUs plus the UNISON/SCS National Agreement, should all serve to reassure staff. This is particularly true for support staff with regard to the UNISON/SCS National Agreement. Each governing body is recommended to formally adopt these two documents.

xx) There were no written responses.

xxi) The proposed partners and schools 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 schools and their wider communities and further assist in the raising of standards.

2. Overview of the Consultation Feedback

In most consultation exercises responses tend to be made by those who have strong views and not by those who accept the proposals being put forward. In this case the level of response was in line with other consultations exercises. There is a clear indication of support in the response forms from the vast majority of those consulted and who responded.

It will be important to ensure the necessary arrangements are put in place by the Local Authority and Governing Body to protect the rights of employees as outlined in the assurances letter (see Appendix E) and protocol (see Appendix F), plus the UNISON/SCS National Agreement (see Appendix G).

During the consultation there are inevitably many questions that are raised, many of them outside the remit of the consultation exercise. It is important nevertheless for Governing Bodies to note this and address them. This may be by written responses although some concerns or questions will have already been answered during the meetings with those being consulted.

Some of the issues highlighted are caused by a lack of clarity around governance, the partners and how the Trust and schools will operate. These have been clarified and the proposed governing body structures will be published as part of the statutory process if the school proceeds to the next stage. Further discussions will also take place regarding the possibility of other partners joining the Trust – and a number of useful suggestions were made on this – see below.

Other concerns were about schools maintaining their own identity and decision making powers. For example, one respondent said s/he chose Mousehole for their child because of its unique nature, another said s/he did not want Pendeen to change and respondents from more than one school mentioned concerns

about control over budgets. This clearly also came through in the St Levan responses. It will be important to stress that each school will retain its own governing body and continue to run the school in the same way as a Local Authority maintained school. Additional opportunities arise by the charitable nature of the Trust and there may be benefits in working together for some projects to access additional resources. Each governing body will take on new responsibilities (ie becoming the admissions authority and also the legal employer of staff.) In reality, the Governing Body becoming the legal employer, drawing on our experience elsewhere, has not made any difference with regard to staff pay and conditions.

Within the responses there were many positive comments about the clarity of the meetings and the explanation of how the trust would work. In addition there were several helpful suggestions of how to engage with the wider community and potential additional partners. This bodes well for the development of the membership and the democratic participation of those members in the trust as it develops.

Several respondents commented that they wanted all schools in the Lands' End Peninsula (Sennen, St Buryan and schools in St Ives and Hayle were mentioned) to be included and some made suggestions for additional partners – one suggested the Tate Modern Gallery in St Ives. On the other hand, at least one was worried about the Trust being too large and several respondents raised concerns over decision making with so many potential trustees of the PET. Future growth of the PET, in terms of additional schools or partners, will of course be for the trustees to determine. One respondent identified themselves as a potential partner to the Trust and this was Cornwall College. Governors should note a meeting has been already arranged to meet with their CEO in September to discuss this possibility.

Several respondents mentioned concerns over who should nominate governors to the Trust and also the nomination of Foundation Governors to individual school governing bodies. Some felt the balance of two Trustees per school was not fair. Others queried the efficacy and power of the Trust Forum.

However, the individual Governing Bodies will continue to run the schools and will be strengthened by the addition of two trust appointed foundation governors. The Trust will be a mutual co-operative membership trust which will be democratically accountable to its members consisting of pupils, parents, staff, local organisations and others interested in supporting the schools. This membership base will strengthen the links with the local community and lead to greater involvement with the local community through the co-operative nature of the trust.

By and large there was strong support expressed for the Trust vision and the idea of the nine schools joining the existing four who originally set up the Trust, within a mutual co-operative structure which members of the schools communities were all eligible to join as members. However there was one respondent who was clearly not happy with this; - *'If the school governors and teachers already have a strong commitment to respect, social justice, fairness and democracy, we object strongly to the labelling of these as "co-operative values". They may well be values held by the co-operative movement, but they are also values held by just about any upstanding member of society.'* In many ways this is the point – it is an organic development which is being proposed, building on existing relationships, partnerships and values and principles already in place within the schools. Joining the Trust helps to strengthen these and formalise them for the future.

The same respondent wrote at great length on a number of matters but unfortunately seems to be labouring under the impression that these proposals would take the schools out of the Local Authority (LA). This is simply not the case. The schools are not becoming academies outside of the LA – they are proposing to become foundation schools, with a co-operative trust as their legal foundation, staying fully within the Cornwall LA family of maintained schools. Again it is clear that this respondent does not appreciate that this is most certainly not a ‘takeover’ by the Co-operative Group but rather is about the establishment of an educational and social co-operative in the Penwith area, part of over independent 5,000 co-operatives within the UK co-operative movement.

Another respondent who clearly has had a bad experience of a Trust model within the NHS also expressed a number of reservations and concerns based on their own experience. It will again be important to stress that The NHS foundation Trust model is a very different legal structure to that of a maintained school foundation trust – particularly a mutual co-operative one.

Finally it is encouraging that the consultation meetings were generally well attended (see notes in Appendix C.) However a number of questions were asked at some of these where the answers have not been recorded in the notes – this will need to be done and made available in a final version of this report.

The three statutory requirements that each Governing Body should satisfy itself that it has met are that:

- the proposals will serve to enhance (and definitely not adversely) affect standards
- the consultation exercise complied with regulations and guidance
- the views and comments from respondents have been properly considered.

As can be seen from the summary above all the statutory requirements were met. The schools responded positively to concerns expressed by those being consulted and provided additional information upon request.

3. Recommended Action

The level of engagement seen in the consultation should be viewed as a positive and to be encouraged as it will assist in the mutual co-operative membership development in the future.

It is clear that the additional clarifications and ongoing discussions that have taken place in the consultation period have addressed most of the concerns raised by some of those attending meetings. The substantial majority (232) of those who returned response forms (257) are in favour of the proposals with parents/carers particularly supportive and staff also being supportive (see Appendix A) along with other categories consulted

Each Governing Body should communicate the assurances received from the Local Authority concerning pension matters and also regarding the application of existing policies around potential redundancy costs and related matters. The positive dialogue that has been established between the schools, staff, Unions and Local Authority should continue to allay the natural concerns of those involved about their future pay and conditions.

Each Governing Body is also recommended to formally adopt the recommended GB/TU protocol (see Appendix F), plus the UNISON/SCS National Agreement (see Appendix G).

The responses show many helpful suggestions about future developments by those who responded to the consultation. This is a positive sign for the future membership nature of the trust.

It is recommended that no adjustments are made to the original proposals.

A Statutory Notice is issued with a statutory period from noon on Thursday 13th September 2012 to noon on Thursday 11^h October 2012. (This to be followed within a week by the issuing of the full Statutory Proposal). The proposed Implementation Date is November 1st 2012.

There is no need to hold any further additional consultation.

Appendix A – Summary of response forms

A total of 257 questionnaires were received following approximately 2784 consultation documents being sent to all parents, staff and governors of the schools as well as to a significant number of interested parties. Of the returns, 104 were from parents, 54 were from staff, 28 from Governors and 70 were from other individuals or groups from within the community. There were no written responses.

In addition all pupils were consulted via appropriate methods and the response to the proposal from pupils was positive.

The number of responses for each question from each consulting school (Appendix A1-9) is given below. It can be seen that on each question the response was overwhelmingly positive. Please note that the totals may not always be the same as the number of questionnaires as it was possible for respondents to indicate multiple answers to questions and some did not answer all questions.

A particular feature of this consultation exercise is the relatively high number of comments and views returned on the response forms, particularly from Pendeen, Mousehole, Marazion and St Levan schools, the latter being the smallest of the nine schools but with one of the highest proportion of responses (25% response rate).

Overall it is clear that the wider school communities of the Land's End Peninsula area feel comfortable with these proposals and clearly have confidence in their school's leadership, who are making these proposals.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals	91	53	28	60	0
I am not sure and would like more information ...	9	0	0	7	0
I do not think the school should change category and acquire a Trust because ...	3	0	1	0	0
I support the change of category, but not acquiring a Trust because ...	0	0	0	1	0

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
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Q2. These are the right partners	94	49	28	59	0
I am concerned about the school working with ... because ...	5	1	0	6	0
I think the school should also think about working with ...	4	2	2	5	0

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q3. This is right for the school	93	42	29	58	0
I do not think ... should be a priority in the vision because	1	0	0	4	0
I would like to see ...Included in the school's vision.	4	2	1	8	0

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q4. Yes – this sounds like a good idea	86	50	27	61	0
Yes, but I am concerned about...	10	3	1	7	0
No, I would prefer the Trust to appoint more Governors because...	2	0	0	0	0
No, I do not like this proposal because...	5	0	1	1	0

Appendix A1

CAPE CORNWALL SCHOOL

Total number of consultation documents sent out to:

Parents/Carers.....	425
Staff.....	87
Community/Public.....	100
Governors	14

Summary of response forms

A total of 30 questionnaires were received following over 718 consultation documents being sent to all parents/carers, staff and governors of the school as well as to a significant number of interested parties. These broke down as follows – 10 from parents; 10 from staff; 5 from Governors; and 5 from 'others'. In addition all pupils were consulted via the School Council and the response was positive.

The number of responses for each question is given below together with the comments received. The background of the respondent, where known, is also given.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals	10	10	5	5	0
I am not sure and would like more information ...	0	0	0	0	0
I do not think the school should change category and acquire a Trust because ...	0	0	0	0	0
I support the change of category, but not acquiring a Trust because ...	0	0	0	0	0

Comments received:

I support the proposals in general but I am unsure, and would like more information on how much say the smaller school will have on the decisions that the trust makes

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q2. These are the right partners	10	9	5	4	0
I am concerned about the school working with ... because ...	0	0	0	1	0
I think the school should also think about working with ...	0	1	1	0	0

Comments received:

School should think about working with co-operative

School should think about working with Sennen/St Buryan/ FE colleges even though not a full member of PET

I am unsure about the schools proposed for the co-operative trust. It would make sense to bring together schools where the community they serve are linked. Schools within the Lands' End peninsula would appear more logical. St Just does not feel connected in any way to Newlyn, Mousehole or Marazion. I do not know enough to express a strong view as it may be that a certain number of schools are felt to optimise the benefits of the co-operative trust. It maybe that some of the Peninsula schools that would seem more logical members are not interested. I am chair of the Lands' End Peninsula Community Land Trust and hope that if Bosavern Community Farm can be secured for the community, that there may be potential for Penwith Education Trust and the Farm to collaborate.

These are the right partners but I would like to see all of the Lands' End peninsula schools included. My concern is much larger school may be able to steer decisions.

These are the right partners but I think the school should also think about working with other community groups and organisations.

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q3. This is right for the school	10	10	5	5	0
I do not think ... should be a priority in the vision because	0	0	0	0	0
I would like to see ...Included in the school's vision.	0	0	1	0	0

Comments received:

Right for the school and will raise standards and expectations, so maintaining a very high standard of education for the Lands' End Peninsula. I would like to see about our high expectations for all students included in the school's vision.

I would like to see students/pupils involved in the decision making process – what opportunities, which resources etc and for them to take a bit more responsibility/ownership of the outcome.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q4. Yes – this sounds like a good idea	8	10	4	4	0
Yes, but I am concerned about...	1	0	1	1	0
No, I would prefer the Trust to appoint more Governors	0	0	0	0	0

because...					
No, I do not like this proposal because...	0	0	0	0	0

Comments received:

This sounds a good idea but I would prefer if this was reviewed on an annual basis for a fixed term so that we can be sure it works

Yes but I am concerned about the nomination of the Governors.

This sounds a good idea but will each school's governing body be able to appoint an equal number to the trust?

I am concerned and feel the number of governors needed to represent each school Governing body should be proportional rather than a fixed number

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

Comments received:

One parent concerned that Sennen School have not included themselves at this stage

One staff member relieved to be looking at this option rather than Academy

Providing openness is maintained at all points throughout the exercise and that all groups have truly had an opportunity to be heard (both for and against), then I fully support this action which I believe will enhance the education for all students in all schools within the PET.

This is the way to go and there will be significant benefits which will result in financial savings and greater proactive partnership working.

The Cornwall College group which included Duchy College, Cornwall College Camborne and Falmouth Marine School works with all the Secondary Schools and some Primary Schools in Penwith. We support the aims, mission and values of the trust and will work to help the trust achieve these.

I support this move as it not only retains local accountability but increases it. Becoming part of the co-op Trust will provide a degree of protection from being forced to become an Academy.

Bosavern Community Farm is a project with its roots in community action and participation and, as a group; we firmly believe that working co-operatively with other groups has benefits for the individual and wider group, ie strength in numbers. The trust (PET) seems to be an excellent way forward for schools and educational establishments to save and make best use of the incredible pool of resources that would be made available to them all through this partnership. Good luck!!

Appendix A2 Marazion Community Primary School

Total number of consultation documents sent out to:

Parents/Carers	68
Staff	19
Community/Public	26
Governors	10

Summary of response forms

A total of 38 questionnaires were received following over 123 consultation documents being sent to all parents/carers, staff and governors of the school as well as to a significant number of interested parties. These broke down as follows – 10 from parents; 13 from staff; 7 from Governors and 10 from 'others'. There were no written responses.

In addition all pupils were consulted via the School Council and the response was positive (see Appendix C).

The number of responses for each question is given below together with the comments received. The background of the respondent, where known, is also given.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals	4	13	7	10	0
I am not sure and would like more information ...	3	0	0	0	0
I do not think the school should change category and acquire a Trust because ...	1	0	0	0	0
I support the change of category, but not acquiring a Trust because ...	0	0	0	0	0

Comments received:

I am not sure about the structure of the trust.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q2. These are the right partners	8	13	7	9	0
I am concerned about the school working with ... because ...	1	0	0	1	0
I think the school should also think about working with ...	0	0	0	0	0

Comments received:

Encouraging other local schools to join so that there is a shared vision for pupils in Penwith.

I am concerned about the school working with these partners because I think it will harm our independence and decision making power.

School should also think about working with any other local schools that would benefit from the mac!!

As a parent of a child in another local school which is not going to be part of this large co-op, will they miss out??

Only other schools as partners.

I suppose so, but what about working with a large national partner who has specific skills and expertise relevant to this part of Cornwall eg. The Tate St Ives maybe as an associate member.

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q3. This is right for the school	8	13	7	9	0
I do not think ... should be a priority in the vision because	1	0	0	0	0
I would like to see ...Included in the school's vision.	1	1	0	1	0

Comments received:

I would like to see the values of the cooperative society included in the schools vision.

Sharing good practice, money saving, group decisions included in the schools vision.

Depends who the external partners are.

I would like to see resources shared to the benefit of Marazion as a smaller school.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q4. Yes – this sounds like a good idea	7	12	7	9	0
Yes, but I am concerned about...	1	1	0	1	0
No, I would prefer the Trust to appoint more Governors because...	1	0	0	0	0
No, I do not like this proposal because...	1	0	0	0	0

Comments received:

Concerned about representation and proportionality.

Concerned about the 2 governors might make a wrong decision the rest of the school doesn't like.

Larger schools being able to still exert more influence.

At present the structure of the trust, membership and forum appear contradictory and unclear. Appendix C Booklet 1 doesn't appear to clearly define membership and differentiate between individual/organisational membership

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

Comments received:

Excellent proposal and completely support Marazion School.

I do think that trusts are a good idea for schools such as Marazion (schools in rural locations who feel a little left out) ie. Ideas, activities, good practice, training, regional supply cover so they know the children etc.... Shared resources, experiences and skills is invaluable.

Would like documentation ensuring that teachers pay and conditions remain unaltered when school changes category.

In 'changing times in education' it is important to work together for the benefit of all pupils in our community. As it is said on the video "Working together can be so much more enjoyable than working alone". This is what we want for our pupils.

This is the right decision for this school, it will formalise the links between the group of schools and provide a wealth of opportunity, not only to support the staff, but also to enrich the education of the children - which will ensure the school continues to go from strength to strength. It will ensure that the school has access to the best services and advisors that will support the individual needs of the school also. I am strongly in favour of these proposals and would like to thank the head and governing body for being so forward thinking, especially in a time of such political change and unrest - to ensure the long term security of the school.

Overall I think the concept is great just need to be clear about membership and representation so that autonomy of school is maintained.

In an ideal scenario the school would be able to stand alone, however, in uncertain times economically and politically joining the trust is in my opinion the best option for the future of the school. I am pleased that the governors discussed and dismissed the idea of academy status, showing there is a genuine warmth and care for the welfare of the school. The fact Humphry Davy, a progressive secondary school is part of the trust will hopefully benefit pupils during transition. With various resources being withdrawn by County, joining the trust should ensure our children still have access to the services required to enable them to thrive and enjoy their time at Marazion.

There may well be considerable benefits associated with becoming a foundation Trust school. Having read through all 3 publically available documents I am still not clear enough as to what they are. I would like some specific examples of how these proposals could help Marazion School. As a small school I am interested in the shared resources suggestion but again would ask for examples. Perhaps my greatest concern is for the school's identity: Marazion is a small rural school and at present seems to have a different feel from many of the schools in the surrounding area. It has a friendly family feel which I believe Ofsted highlighted as a positive point. It is perhaps less formal about certain things. May I say that in a very healthy way it adheres to the spirit of the law rather than the letter? By becoming part of a wider more business like trust, would it not surrender some of this informality? Linked to this is the name itself, it would no longer be a 'community school' I understand that this is merely a name, but a name speaks into the identity of the school. Marazion School is the heart of the community of Marazion and this is where it belongs. I hope that these proposals will do nothing to undermine this and that Marazion remains a community school in heart and fell if not in name!

This can only improve collaboration between schools in the Co-operative.

Appendix A3 Alverton C.P. School

Total number of consultation documents sent out to:

Parents/Carers	240
Staff	55
Community/Public	37
Governors	10

Summary of response forms

A total of 36 questionnaires were received following over 342 consultation documents being sent to all parents/carers, staff and governors of the school as well as to a significant number of interested parties. These broke down as follows – 20 from parents; 14 from staff; 2 from Governors and none from 'others'. There were no additional written responses.

In addition all pupils were consulted via the School Council and the response was positive (see Appendix C).

The number of responses for each question is given below together with the comments received. The background of the respondent, where known, is also given.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals	18	14	2	0	0
I am not sure and would like more information ...	1	0	0	0	0
I do not think the school	1	0	0	0	0



should change category and acquire a Trust because ...					
I support the change of category, but not acquiring a Trust because ...	0	0	0	0	0

Comments received:

There are too many variables

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q2. These are the right partners	19	13	2	0	0
I am concerned about the school working with ... because ...	1	0	0	0	0
I think the school should also think about working with ...	0	0	0	0	0

Comments received:

I am concerned with the school working with a Trust because again too many variables.

Q3. How do you feel about this vision?

	Parents /Carers	Staff	Governors	Other	Don't Know
Q3. This is right for the school	19	13	2	0	0
I do not think ... should be a priority in the vision because	0	0	0	0	0
I would like to see ...Included in the school's vision.	1	0	0	0	0

Comments received:

The school is great at the moment.

I would like to see traffic calming measures or restrictions as an urgent safety issue wherever required but particularly at Alverton C.P. School.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q4. Yes – this sounds like a good idea	16	13	2	0	0

Yes, but I am concerned about...	2	1	0	0	0
No, I would prefer the Trust to appoint more Governors because...	0	0	0	0	0
No, I do not like this proposal because...	1	0	0	0	0

Comments received:

Yes I am concerned about how information regarding the trust will be shared with the rest of the school community.

Yes I am concerned about this automatically being the chair of governors. I think it should be the best informed and qualified governor for the post.

I have worked in a trust environment and the governors and their varying directives were insufficient to meet the needs of all.

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

Comments received:

I am pleased to think that in these changing times that no schools will be isolated and there should continue to be a shared vision for most education in our area with sharing of ideas and resources.

Thank you for keeping me informed in meetings.

Could the schools already in the PET have come to talk to parents about what it has been like for them so far – benefits, problems, etc. I think it would give us more of an idea of what it would actually mean for the school.

APPENDIX C

Alverton C.P. School, consultation with pupils. Pupil responses:

- We like the idea of working with children from the other schools.
- We already know lots of children from some of the other schools and we see them at sports matches anyway.
- Will it mean we have to go to the other school?
- Or will other children have to come here?

Appendix A4 Gulval C P School

Total number of consultation documents sent out to:

Parents/Carers 150

Staff 36

Community/Public 15

Governors 14

Summary of response forms

A total of 13 questionnaires were received following over 215 consultation documents being sent to all parents/carers, staff and governors of the school as well as to a significant number of interested parties. These broke down as follows – 5 from parents; 5 from staff; 3 from ‘others’. There were no written responses.

In addition all pupils were consulted via the School Council and the response was positive.

The number of responses for each question is given below together with the comments received. The background of the respondent, where known, is also given.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals	5	5	2	1	0
I am not sure and would like more information ...	0	0	0	0	0
I do not think the school should change category and acquire a Trust because ...	0	0	0	0	0
I support the change of category, but not acquiring a Trust because ...	0	0	0	0	0

Comments received:

‘Would children with behaviour difficulties be shared equally among the Trust schools?’

‘Would the budget of the bigger schools support the budgets of smaller schools’.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q2. These are the right partners	5	5	2	1	0
I am concerned about the school working with ... because ...	0	0	0	0	0
I think the school should also think about working with ...	0	0	0	0	0

Comments received:

‘The Trust schools that are in place are already being pro-active rather than re-active’.

'I think it is a great idea, the schools already in it are doing well and it seems to be working'

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q3. This is right for the school	5	5	2	1	0
I do not think ... should be a priority in the vision because	0	0	0	0	0
I would like to see ...Included in the school's vision.	0	0	0	0	0

Comments received:

'All students whatever ability are given equal opportunities and development in their education'.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q4. Yes – this sounds like a good idea	5	5	2	1	0
Yes, but I am concerned about...	0	0	0	0	0
No, I would prefer the Trust to appoint more Governors because...	0	0	0	0	0
No, I do not like this proposal because...	0	0	0	0	0

Comments received:

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

Comments received: None

Appendix A5 St Just Primary School

Total number of consultation documents sent out to:

Parents/Carers.....138.....

Staff.....27.....

Community/Public.....

Governors15.....

Summary of response forms

A total of 19 questionnaires were received following over 180 consultation documents being sent to all parents/carers, staff and governors of the school as well as to a significant number of interested parties. These broke down as follows – 19 from parents; 0 from staff; 0 from ‘others’. In addition there were two written responses (see appendix D). Copies of these responses are available for governors’ perusal.

In addition all pupils were consulted via the School Council and the response was from the School Council was positive (see Appendix C).

The number of responses for each question is given below together with the comments received. The background of the respondent, where known, is also given.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals	16	0	0	0	0
I am not sure and would like more information ...	3	0	0	0	0
I do not think the school should change category and acquire a Trust because ...	0	0	0	0	0
I support the change of category, but not acquiring a Trust because ...	0	0	0	0	0

Comments received:

The certainty of the schools future

How much say the smaller schools will have in decisions that the Trust makes

School control, financing, parental involvement

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q2. These are the right partners	16	0	0	0	0
I am concerned about the school working with ... because ...	3	0	0	0	0
I think the school should also think about working with ...	1	0	0	0	0

Comments received:

St Leven School – It is very small, inefficient and tends to serve out of local area children.

Sennen & Trythall if possible

But would like to see all of the Land's End peninsula schools included

I am concerned about our smaller schools working with much larger schools that may be able to steer decisions

I am concerned about the school working with any partners because not enough specific information has been provided

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q3. This is right for the school	14	0	0	0	0
I do not think ... should be a priority in the vision because	0	0	0	0	0
I would like to see ...Included in the school's vision.	0	0	0	0	0

Comments received:

This is right for the school – aren't these already in place within the school

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q4. Yes – this sounds like a good idea	15	0	0	0	0
Yes, but I am concerned about...	2	0	0	0	0
No, I would prefer the Trust to	1	0	0	0	0

appoint more Governors because...					
No, I do not like this proposal because...	1	0	0	0	0

Comments received:

Two governors are too easily persuaded; don't easily represent the variety of views. Three is stronger.

If the trust is appointing the legal minimum of 2 governors to the school body, does the school ask for people to come forward for nomination from the school/community?

Vice Versa. Will each school appoint an equal number to the Trust

I thought that schools are involved in trust control not the other way around

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

Comments received:

It's a great move

My only concern is the Government taking away funding from schools, leaving volunteer groups to pick up the shortfall, which could then slowly disappear, leaving the future of schools uncertain. I hope this is an unfounded worry.

I do not really feel informed enough about this whole process. The events held at the school were skewed in favour of the change. There was no-one there to give the other side. Not every organisation concerned with schools changing thinks its necessarily good (eg UNISON) I feel there are things us parents haven't been told about short or long term implications of any change or the reasons behind why the school wants to change status.

Appendix A6 ST LEVAN CP SCHOOL

Total number of consultation documents sent out to:

Parents/Carers: **21**

Staff: **7**

Community/Public: **34**

Governors: **10**

Summary of response forms

A total of **26** questionnaires were received following over **72** consultation documents being sent to all parents/carers, staff and governors of the school as well as to a significant number of interested parties. These broke down as follows – **8** from parents; **4** from governors **6** from staff; **9** from 'others'. There were no written responses.

The number of responses for each question is given below together with the comments received. The background of the respondent, where known, is also given.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals	7	5	4	8	0
I am not sure and would like more information ...	0	0	0	0	0
I do not think the school should change category and acquire a Trust because ...	1	0	0	0	0
I support the change of category, but not acquiring a Trust because ...	0	0	0	0	0

Comments received:

"We do not think that St Levan School should change category and acquire a co-operative trust."

"I would like more information about how much it will cost to join"

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q2. These are the right partners	7	5	4	9	1
I am concerned about the school working with ... because ...	0	0	0	0	0
I think the school should also think about working with ...	0	0	0	0	0

Comments received:

"I can't really comment as I don't know the schools ethos but the idea of group co-operation – I think will be beneficial and necessary for St Levan as a small school."

"Given that we do not believe the school **should** change category, our opinion on the proposed partners is somewhat moot. We have nothing against the mentioned schools, if that is what you mean by "partners". If this question is about the Co-operative's involvement, then we have addressed this later in the answer to question 5"

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q3. This is right for the school	7	5	4	3	1
I do not think ... should be a priority in the vision because	0	0	0	0	0
I would like to see ...Included in the school's vision.	0	0	0	6	0

Comments received:

“The first 5 of the “key aims for the Trust” outlined in this question are either vacuous, or values that we hope the school’s governors would already hold. For example, we would hope that the governors would already aim for every pupil to benefit from high quality teaching.

If the school governors and teachers already have a strong commitment to respect, social justice, fairness and democracy, we object strongly to the labelling of these as “co-operative values”. They may well be values held by the co-operative movement, but they are also values held by just about any upstanding member of society. Could anyone seriously argue that they do not value justice, or fairness or respect?

This question therefore has a distinctive propaganda feel to it, and we object strongly to it. It is a highly leading question phrased in a way that no-one could object to, presumably with the intent of garnering support by offering things that are already being offered, it reads as if these are things that are new aims that are uniquely dealt with by joining the trust, when they are aims that just about every educational initiative will have shared. This strikes us as a blatant marketing trick.”

“I would like to see what it is going to look like in reality”

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q4. Yes – this sounds like a good idea	5	4	4	9	0
Yes, but I am concerned about...	2	1	0	0	0
No, I would prefer the Trust to appoint more Governors because...	0	0	0	0	0
No, I do not like this proposal because...	1	0	0	0	0

Comments received:

“I am concerned that the possibility of the trust determining or controlling who the governors are at an individual school so that the school loses its ability to govern independently.”

“I feel that it is very important that the 2 governors appointed by the trust ARE NOT the same 2 governors that the school appoints to be on the trust. This will link the trust more closely to each school’s governing body and ensure the school is supported fully by the trust”

“I would prefer the trust to appoint more governors because 2 will be coming from the school and going back – an exchange is needed.”

“I am concerned about the appointment rather than the election of 2 governors to the school – especially because they may not have the same vision for St Levan as current elected governors do.”

“This question again assumes that the school is going to be joining the Trust. As we strongly object to the initial proposal, again it seems premature to be discussing the details of how many governors are appointed.”

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

Comments received:

“I think that this is absolutely the right decision for this school at this time. With so much change in the world of education, it is important that we find a way to make the school sustainable and ensure we maintain control over ethos and long term strategic planning for the school.”

“I feel that this is the best way for the school to move forward, and feel that working in partnership will bring many positive things.”

“In the current climate, I feel that it would be very beneficial to a small school such as ours, to work co-operatively with other schools.”

“I am concerned about the lack of sporting activities and would hope to see more once we form part of the trust.”

“I support the proposals and ethos of St Levan School.”

“A good idea to use shared resources, skills etc.”

“Firstly, we find it objectionable that 3 of the first 4 questions assume that you answered in the affirmative to question 1. This adds to the “propaganda” feel of the whole questionnaire and consultation process.

We strongly object to the way that the consultation process has been carried out, and the “propaganda” feel to the process. In particular, we don’t like the way that our children (who are perhaps less able to be critical of media presentations than adults) were shown a video which portrayed Co-operative Trust schools as a lovely wonderful place, transformed at a stroke from how they were before. It has repeatedly been pointed out that there will be very little change in the day-to-day workings of the school, so this seems rather disingenuous. There were also no facts given regarding the potential negative sides (such as the cost of making the transformation), no mention of the fact that the main impetus seems to be financial rather than the creation of a utopian vision (though this was made clear in the parents’ meeting), and no mention that these wonderful values that are being espoused are already

embraced by most schools. If this is worth doing, it should be able to stand on its own merits, without extensive propaganda and marketing.

The way in which this consultation process has been carried out (leading questions, propaganda-style, videos, and other hard-sell tactics) gives us serious concerns about the school working with the people responsible.

This is playing into the hands of those in government who would like to reduce the government's involvement in education, and reduce the services provided by the Local Authority. The schools in Penwith should **already** be working together to reduce costs; buy in bulk, share resources and so forth, under the auspices of the Local Authority. Rather than stepping out from under the LA, we should be working **with** the LA to ensure that this happens. If schools increasingly take responsibility for things themselves then the LA will seem justified in providing fewer services, as there will be "less need" for them. We should not need a Co-operative Trust to enable co-operation between schools!

We are also concerned that the main reason for proposed change of category is financial, and yet there are no concrete figure available for the actual costs involved, and the projected savings. At the consultation meeting it was explained that the cost was a specific percentage of the schools' budget, but without also knowing the budget then that is not especially helpful. Without concrete values for the costs and proposed savings, people cannot be expected to make sound financial judgments.

This consultation is coming at a time of instability in the school. We have an acting head teacher, and one of the two class teachers is leaving at the end of term. This consultation process and the joining of the Trust (should it regrettably go ahead) will require attention and time from the staff and governors which would be better spent elsewhere.

It was not made clear at the meeting how decision making within the proposed Trust would occur. We were told that there would be termly Trust meetings, but you cannot manage much on 3 meetings a year – additional work will have to be undertaken and decisions made between meetings. If the Trust were to hire a speech therapist (for example), who would be responsible for making that decision, for carrying out interviews, for writing job adverts, negotiating pay and so forth!

Changing to a foundation school is one-way change. Having made the transition there is currently no path which allows the school to change back to a community school in the future. Unless changing to a foundation school was clearly the best option (and it certainly seems far from it from our perspective), this is a cause for concern, since we are then stuck with foundation school status even if it turns out not to work as well as hoped.

We are not happy with the idea of the schools being linked with an organization that is most heavily associated with being a retailer. Education and shopping should not mix! We would be happier if we were simply coming together with some local schools (but not that happy – we should be able to

do this already under the auspices of the LA) and did not have any involvement with the Co-operative. We can't help wondering if this is all just a cynical ploy to create loyal future customers. It's also great marketing for them that gets their name printed on everything associated with schools up and down the country. People would be up in arms if the name "Tesco" was substituted for the name "Co-operative", even if the values, aims and other concrete parts of the proposal remained the same. The Co-operative is a commercial organization, not a charity or a philanthropic non-for-profit organization, and it will make money out of this. They should be therefore treated with the same caution as any other commercial organization.

It was suggested at the consultation meeting that St Levan would have a 1/13 share of potential resources (such as a speech therapist) since there would be 13 schools in the proposed Trust. However, since St Levan is the smallest school by quite a margin, surely this is unlikely. In terms of pupil numbers, St Levan represents a tiny fraction of the pupils, probably as little as 1/50 of the total, so it would be downright unfair (to them!) if we had the same proportion of resource allocation as every other school. Without concrete details about how things like this would work no-one can be expected to make a sound financial decision.

Our strong preference would be to bide our time, and allow the other schools to join the Trust without us if they decide it is in their best interest. When the Trust has been running for a while then we can see what works, and what doesn't and make a decision based on facts rather than speculation.

For now, we'd like the school's governors and staff to focus on making St Levan the wonderful, inspiring and educational place it should be. It is our feeling that the school should aim higher in terms of academic performance of the pupils and that it needs to in order to avoid doing the pupils a disservice. The efforts of the staff and governors would be better spent on this rather than on the transition to a foundation school, which nobody from St Levan is claiming will have any impact on raising academic standards.

Just to be clear: none of this is directed at the school. We realise that they were provided with the presentation materials, videos, and leaflets by the Penwith Education Trust, and are therefore not responsible for the issues we have with this consultation process."

"It will give us the chance to join together all the year 6's before going to secondary school"

"It will give us more opportunities to make friends with children in other schools"

"I think it's a good idea because it will give us a chance to do more things outside school"

Appendix A7

Humphry Davy School

Total number of consultation documents sent out to:

Parents/Carers 650

Staff 100

Community/Public 60

Governors 25

Summary of response forms

A total of 25 questionnaires were received following over 800 consultation documents being sent to all parents/carers, staff and governors of the school as well as to a significant number of interested parties. These broke down as follows – 17 from parents; 3 from staff; 3 from 'governors'; 2 from 'others'.

There were no written responses. Copies of these responses are available for governors' perusal.

In addition all pupils were consulted via assemblies and the schools intranet.

A forum has been set up for students to make comments. (See Appendix C).

The number of responses for each question is given below together with the comments received. The background of the respondent, where known, is also given.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals	16	3	3	1	0
I am not sure and would like more information ...	1	0	0	1	0
I do not think the school should change category and acquire a Trust because ...	0	0	0	0	0
I support the change of category, but not acquiring a Trust because ...	0	0	0	0	0

Comments received: none.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q2. These are the right partners	15	2	3	2	0

I am concerned about the school working with ... because ...	0	0	0	0	0
I think the school should also think about working with ...	2	1	0	0	0

Comments received:

The school should also think about working with:

Other: Sennen

Parents: St Ives School (secondary), St Mary's RC and CE and Penwith College,

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q3. This is right for the school	16	3	3	2	0
I do not think ... should be a priority in the vision because	0	0	0	0	0
I would like to see ...Included in the school's vision.	1	0	0	0	0

Comments received:

Parents:

Consistency – The Term 'standardised' to ensure that KS2 levels reflect the students' ability to contextualise their knowledge. This will enable/increase the likelihood of a less stepped educational continuum.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q4. Yes – this sounds like a good idea	17	3	3	2	0
Yes, but I am concerned about...	0	0	0	0	0
No, I would prefer the Trust to appoint more Governors because...	0	0	0	0	0
No, I do not like this proposal because...	0	0	0	0	0

Comments received:

Parents:

Will teaching assistants keep their contracts? Will they stay the same?

Just 'yes'

Being a current parent governor at Pensans School I feel well qualified to say that this whole process can only have a positive effect on all aspects of school

life. The Cooperative Trusts movement's ideals are ones that can only bring us closer together as a community for everyone's benefit.

As a staff governor of Pensans, I can only recommend the proposal to parents and staff of HDS – Power to the People!

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

Comments received:

Parents:

It sounds like the way forward

I personally feel that this proposal represents the way forward for HDS to move forward into a more secure future where the main focus will be the provision of the best educational environment for our students.

I very much support the idea in principle and the cooperative values. I can see the benefits of economies of scale, but do have some concerns that the cooperative could become too big and diseconomies begin. Where will the time and financial resources come from in administering and overseeing the Trust.

Governors:

This seems to me to be a hugely positive move by all the schools involved which can only bring benefits to both children and staff, and also to the wider community.

It is important that the trust continues in this measured way so that all of us involved (by which I mean kids, staff, governors, external partners and the community at large) feel that we own the Trust and are participating in it fully.

This is also the right time to undertake a move and increase and already good levels of cooperation between schools that have the same vision.

Other:

I myself have no children so have no idea on the workings of schools. The only connection with Humphry Davy School is that it has been Pendeen Judo Clubs base since 1986. So anything that improves the running of the school is fine by me.

Appendix A8 Pendeen Primary School

Total number of consultation documents sent out to:

Parents/Carers	64
Staff	29
Community/Public	57
Governors	7

Summary of response forms

A total of 50 questionnaires were received following over 224 consultation documents being sent to all parents/carers, staff and governors of the school as well as to a significant number of interested parties. These broke down as follows – 6 from parents; 3 from Governors and 41 from 'others'. Copies of these responses are available for governors' perusal.

The number of responses for each question is given below together with the comments received. The background of the respondent, where known, is also given.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
I support the proposals	5	0	2	32	0
I am not sure and would like more information ...	1	0	0	6	0
I do not think the school should change category and acquire a Trust because ...	0	0	1	2	0
I support the change of category, but not acquiring a Trust because ...	0	0	0	1	0

Comments received:

I am not sure...

More info on clarification of financial implications. **(Parent)**

It is a good thing. **(Other)**

I do not think....

We have no clear picture of the costs of taking on responsibility for our land and buildings. Further, it is wrong to give public money designated for the education of children to a private company with no tangible return. **(Governor)**

The school is good now. It doesn't need changing. **(Other)**

I support the change of category.....

It's a good idea but I don't want Pendeen to change.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q2. These are the right partners	5	0	2	30	0
I am concerned about the school working with ... because ...	1	0	0	4	0
I think the school should also think about working with ...	0	0	1	5	0

Comments received:

I am concerned about.....

Schools too geographically apart if we are generally hoping to share resources / facilities perhaps this would be a barrier. **(Parent)**

I think the school should...

Work with other schools in a soft federation rather than adding formal layers of administration. **(Gov)**

Work with neighbouring schools. Easy to commute between the schools in the co-operative to maximise partnership for children's benefit not just on a management level. **(Parent)**

Be working with Madron. **(Other)**

Work with Newlyn **(Other)**

Be working with bigger schools. **(Other)**

Other

I like the school the way it is. **(Other)**

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q3. This is right for the school	6	0	3	35	0
I do not think ... should be a priority in the vision because	0	0	0	3	0
I would like to see ...Included in the school's vision.	0	0	0	1	0

Comments received:

Clearly this vision is right for our school but this should be a vision for all educational settings regardless of co-operative school status. This surely is our ethos at Pendeen School already. **(Parent)**

We do not need a co-op trust to achieve this. We have always had such a vision. **(Governor)**

New children included in the school vision. **(Other)**

We could make more friends. **(Other)**

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q4. Yes – this sounds like a good idea	5	0	2	33	0
Yes, but I am concerned about...	1	0	0	5	0
No, I would prefer the Trust to appoint more Governors because...	0	0	0	0	0
No, I do not like this proposal because...	0	0	1	1	0

Comments received:

Yet more time tied up away from school dealing with bureaucracy and again the children losing out. **(Parent)**

Our school should be the decision taker in appointing Governors. **(Gov)**

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

Comments received:

I am not against forging closer relationships and partnerships with other schools and think this can only serve to enrich our children's education and skills. I do have great concerns regarding financial implications. There does not seem to be a clear answer to what our financial contribution is for, where it will go and what it is used for that will directly benefit the pupils (and even staff).. It seems budgets are growing tighter and the sum of money involved is not a comparatively small one. If assurances can be given over costs that may have been overlooked ie buildings, premises insurance, to be the schools own liability and the premiums and risks taking that responsibility on will be covered, and I may feel more at ease. I also want to see a clear benefit to the pupils of Pendeen School in the short term future as well as the hope that it will be of benefit to secure the long term future of the school. **(Parent)**

I think it is a good idea. **(Other)**

I have concerns that we have not had the opportunity to consider other options and we are working to someone else's timetable. **(Governor)**

The LA would, no doubt, be pleased to transfer ownership of land and buildings to us but we have a site with mining below the surface and an old,

deteriorating Elliot building. We might also have to take over the landlord's position in regard to the Ark and that would land us with the costs of a full repairing lease. **(Governor)**

We have never had real figures to show what savings could be made from such a trust and yet these trusts have been in existence for year – grandiose vocabulary is not a substitute for a costs benefits analysis. **(Governor)**

I think it would be good to meet up with any other schools and learn differently. **(Other)**

I believe being part of a co-operative trust will be beneficial for Pendeen as being a small school it will give them a louder voice and presence. **(Parent)**

I hope that Pendeen would benefit financially in sharing resources etc with others. **(Parent)**

The co-op formalises what Pendeen is already informally doing with its links to community ad other schools. **(Parent)**

Why do we need it? **(Other)**

It sounds like it will be very good for the children which are the most important thing. Also the parents and the community to be involved are good too. I hope it goes through. **(Parent)**

Appendix A9 Mousehole Community Primary School

Total number of consultation documents sent out to:

Parents/Carers.....78.....
 Staff.....15.....
 Community/Public.....12.....
 Governors15.....

Summary of response forms

A total of 20 questionnaires were received following over 120 consultation documents being sent to all parents/carers, staff and governors of the school as well as to a significant number of interested parties. These broke down as follows – 11from parents; 3 from staff; 3 from Governors and 3 from 'others'. There were no written responses (see appendix D). Copies of these responses are available for governors' perusal.

In addition all pupils were consulted via the School Council and the response was from the School Council was positive (see Appendix C).

The number of responses for each question is given below together with the comments received. The background of the respondent, where known, is also given.

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
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I support the proposals	10	3	3	3	0
I am not sure and would like more information ...	0	0	0	0	0
I do not think the school should change category and acquire a Trust because ...	1	0	0	0	0
I support the change of category, but not acquiring a Trust because ...	0	0	0	0	0

Comments received:

See below

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q2. These are the right partners	9	2	3	3	0
I am concerned about the school working with ... because ...	0	0	0	0	0
I think the school should also think about working with ...	1	1	0	0	1

Comments received:

"The wider community"

Q3. How do you feel about this vision?

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q3. This is right for the school	8	3	3	3	0
I do not think ... should be a priority in the vision because	0	0	0	0	0
I would like to see ...Included in the school's vision.	1	0	0	0	

Comments received:

"I would like to see Mousehole maintain its individuality. I would like to more cultural activities"

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

	Parents/ Carers	Staff	Governors	Other	Don't Know
Q4. Yes – this sounds like a good idea	8	3	3	3	0
Yes, but I am concerned about...	1	0	0	0	0
No, I would prefer the Trust to appoint more Governors because...	0	0	0	0	0
No, I do not like this proposal because...	1	0	0	0	0

Comments received:

"The school should appoint new governors??"

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

Comments received:

"How would the two extra governors be selected and for how long etc"
{community}

"I'd like to be kept informed in a simple way" {parent}

"Obviously very new territory for all. I don't fully understand but I think the general ethos of local schools working together and pooling resources sounds very sensible" {Parent}

"Having worked within this type of trust before I look forward to the forthcoming changes" {Staff}

"The trust seems like a very positive way forward for schools. Working together for small schools is a useful thing and can bring many possibilities"
{Parent}

"I am fully supportive of these proposals and happy to help achieve these goals" {Parent}

"At first I was concerned about Mousehole losing its individual identity. However listening to the arguments for and against.... I fully support the proposals" {Governor}

"I am aware through work with caring agencies who have charitable status that the criteria by which they may apply for funding has changed making it more difficult to apply individually and in many cases necessitating the need to establish new administrative tiers within the agency specifically to merge the application process. This has resulted in valuable funding going to administration rather than to the agency. I would not be happy if funding allocated to education was used in this way but am concerned that in years to come this becomes inevitable" {Parent}

"...concern that we could ultimately lose control of our budget and be allocated a collective budget to the co-operative. I would hope this does not become the case" {Parent}

"I have grave reservations about this proposal. I recognise that it will enable the schools joining to realise the key aims listed in pt3. No parent would oppose these. However in the NHS we have already experienced the practical implication of proposals to consolidate units. It was argued that this kind of cooperation would enable skill sharing, greater efficiency and better use of resources. We found inevitably that once units had gotten by with fewer resources could be further cut and in some cases the smaller units were shut down. Lower level NHS staff find that they are so little valued that they are shunted around from work place to work place for the sake of maximising resources. I am afraid this will happen to the schools that join this project. Will we see TA's being told they are to work in one school on Monday, a different one on Tuesday, etc. How will this impact on our children's wellbeing? I'm am sceptical about the idea of schools being part of the cooperative and organisation that is based on a business model, and how this will influence the ethos of the school. Education is meant to be primarily about learning for learning's sake... we like to think our children will also be helped to become good members of society. How do we know in what way the business ethos of the coop will mould this agenda in terms of what knowledge they acquire and what being a good citizen entails? I realise this is a time when the role and function of local education authorities is being greatly and rapidly reduced. This is not a good thing. Schools should be under the immediate control of the local authority. We need a strong civic authority to oversee our schools, hospitals and public services to make sure that those in charge can be held to account and that decisions, such as ones about school admissions, are being made by impartial civil servants not local head teachers and local governors. I am also concerned about school assets being held by the trust. To me this does not mean the chance to empower schools, parents and local people, but rather the chance of government to opt out of their responsibility to manage state education. I also understand that coops initiatives like this are already informally in place among West Penwith schools and I don't see why this cannot continue to exist as they are now. Input from other head teachers and governors about how the school is run will mean compromises. I chose

the school my children attend for is unique qualities, not the qualities for the eight other schools run by different heads.” {Parent}

Appendix B – Consultation documents

See Information Leaflet and Booklets One and Two plus the accompanying questionnaire: (all attached)

Appendix C – Notes from meetings for all schools

Cape Cornwall

Learners Meeting

11 in attendance

- Will there be extra money for things like i-pads? *The budgets will be the same as before*
- What will be the main noticeable changes? *Learners ought not to notice any change on day one, but the Governing Body becomes the employer of the staff, it becomes its own admissions authority and the land*
And buildings transfer to the Trust away from the Local Authority .
- Why isn't Mounts Bay taking part? *Mounts Bay has chosen a different path and become an academy school.*
- Do we need to be in a co-operative to save money? *The Trust will help to save money, yes, because we will all be able to buy in goods and services together.*
- Will we get discounts at the Co-op shops? *That would be nice, but unfortunately the answer is no.*

Staff Meeting

25 in attendance

- How much does it cost schools? *Schools are being asked to make a one off contribution of 0.25% of their budgets towards start-up costs and thereafter will only pay in for services they purchase.*
- Would staff be moved – for example, if primary was short? *No staff can have anything done which is contrary to their contract or not in accordance with policy*
- Would there be a pay increase? *The Governing Body has committed to following national agreements on pay and conditions.*
- How much do Helston benefit financially? *This is too early to quantify yet, but early indications are that significant savings will be made.*
- Does it not inherently favour the smaller schools? *Each school gets to nominate two trustees to the Board of the Trust – this is to ensure no unfair advantage is gained by larger schools.*
- If, eg Tesco, wanted to join and pay lots of money and we didn't want to wouldn't we be outnumbered by primary schools? *If any decision*

was made that we did not like, we have the choice of either not buying into that service, or we could even leave the Trust in extreme circumstances.

- *What would optimum size of trust be in terms of schools? This has yet to be determined, but will be a matter for the trustees to decide.*
- *In terms of leaving LA control, would it affect our deficit? We remain a Local Authority maintained school, with the same budget allocation and the Governing Body remains responsible for balancing the books all as before.*
- *Will there be an agreement that pay and conditions will be honoured? The Governing Body has signed up to honour staff terms and conditions of service and this is clearly set out in Booklet One and the unions are also being consulted on these proposals.*
- *Could efficiencies mean redundancies as a result of becoming a trust? Balancing our books remains our responsibility as before and being a member of the trust will not affect how we do this.*
- *Does sharing good practice mean someone working in another school? It might result in staff spending time in another school to observe best practise their, or indeed staff from other schools coming here for the same purpose. However, we cannot and would not ask anything that would be unreasonable of staff.*
- *Could I be sent to work in another school? Your current contract terms and conditions of service will be honoured, including normal place of work.*

Parents 1

2 in attendance

- *Does the LA have influence on the buildings? We will continue to get a capital budget and the Local Authority will continue to have a duty to ensure the premises are fit for purpose.*
- *Who or what is the co-op college? What do they get out of it? The Co-operative College is a not for profit organisation set up to assist schools considering co-operative Trust status. They get a one off fee for assisting us in the process but receive no payment after completion.*
- *There is a lot of bureaucracy over the co-op template – will we get enough people? We need to ensure that money is spent where it is needed – on teaching and learning – and avoid spending too much on administration. This means we will seek to keep bureaucracy to a minimum.*
- *Are we at the stage to give advantages/disadvantages? In getting to this point, the Governing Body has discussed all options for the school, including the merits and demerits of each. Governors concluded this was the best model for us to consult upon.*
- *Collaboration and not the trust influencing individual schools? The Trust is unable to exert undue influence over the member schools as each Governing Body retains absolute responsibility for the running of its school.*
- *Are there other secondary schools in the partnership? Humphry Davy is also consulting to join the Trust.*

- Is there any part (negative) that the trust could play? *No really, as already explained, the Governing Body remains in full control of our school, just as before.*
- If the LEA is to shrink down, what about monies etc? *The allocation of funds for education is currently under review by the Government. Our grant would be the same regardless of any change to a foundation school as we are still a maintained school. We will continue to get our money as before.*
- Why 31st October as a date? *We had to state a completion date and this was just convenient to all the schools currently consulting.*

Parents2

5 in attendance

- How is Academy funding worked out? *Academies get their funding straight from the Government whereas maintained schools get theirs via the Local Authority and councils often make a top slice of funds to provide other services.*
- Will governors make decision based on returns given many will not have bothered attending evening? *If people do not attend the meetings or complete the consultation forms, we cannot infer any meaning from that. We strongly urge you to encourage all stakeholders not attending to none the less fill in their consultation forms and send them in, so their views can be heard and taken account of. The decisions will be made taking into account the comments in the completed returns we receive.*
- Will this school go down County's 'priority list' for upkeep if we become a foundation school? *No, the Local Authority remains responsible for ensuring the building is fit for purpose.*
- The school would become more like a business, could it go bust, eg if borrowed too much? *All schools have to offer best value in terms of how money is spent, and this means being business-like in our approach. A lack of financial sustainability would have the same implications for the school regardless of changing status from a community to a foundation school.*
- Will new staff be employed by the school? *Only if and when we need them, as before.*
- Does this put more power in the hands of the governors? *It puts more responsibility on Governors, in so far as they become their own admissions authority, employ the staff and the buildings and land are held on trust for them. However, this is countered by a promise to adhere to staff terms and conditions of service, backed by assurances from the Cornwall Council.*
- How will SEN students be affected? *SEN students will not be affected by these proposals. However, it may be that we are better able collectively to respond to individual needs by collective purchase of services for individual groups. This is seen as a positive aspect of the planned collaboration.*
- Can policies be influenced by other schools in the group? *We hope to share best practise and avoid 're-inventing the wheel' so we may share*

policies, but that is all. The Governing Body remains responsible for approving all our policies.

Public

7 in attendance

- *Is it really democracy? The Headteacher explained the mutuality of being a member, the election to the forum and appointment of trustees from the forum to the Board and the role of the Forum in holding trustees to account.*
- *Why 3 from the forum on the trust? This is the usual number in most trusts.*
- *But is it really democracy? The Headteacher referred to the answer given earlier.*
- *Why would board only meet 3 times a year? This was the anticipated business need, it could meet more often if required.*
- *What is the transparency? All minutes of Trust meetings will be shared with each Governing Body. There is no hidden agenda here.*

Unions Meeting

9 in attendance

No questions were asked but positive support was expressed.

Marazion Primary School

NOTES OF CONSULTATION MEETINGS TO CONVERT TO A
FOUNDATION SCHOOL
WITH THE PENWITH EDUCATION TRUST AS THE FOUNDATION

LEARNERS

School Council Meeting was showed the video, meet the pioneers, (10 pupils) followed by a discussion re video and display in school. Learners were asked what does this mean. Pupil's responses included, "It is democratic"; "It is about building a better future"; "It means when we help each other, discuss and work together."

The video was also shown to a whole school assembly with a whole school discussion.

4 pupils have completed trust questionnaire

'SHORTER' PARENTS' MEETING - attended by 3 parents and 1 Governor

- *How will the proposals affect the running of the school? They will not affect the running of the school – this remains the responsibility of the Governing Body as before.*
- *Will the Trust impose decisions from above? No. It is unable to so that and it is not its role. Each Governing Body makes its own decisions based on the best interests of its own pupils and staff.*
- *Can the Trust sell land? Land is held on trust for member school. Land could be sold, but the school would need to agree to it.*

- Will there be access to Cornish cultures? *That would be for the schools to decide – they make the decisions about what the trust does.*
- What is in it for the big boys? *There are no big boys – partners are not paid for their time in the same way that Governors are not paid. The Co-operative College is paid a one off fee for helping us with this consultation and the process generally.*
- Why are we opting out of the Local Authority *That is the whole point, we are not – we remain a maintained school just as before.*
- For e.g. what happens if you want a local firm to do the catering? *The Governing Body will make these decisions on the same basis as they always have.*
- Will there be sponsors? *Not in a financial sense. Partners are there because they have an interest in the work of the Trust and have particular expertise or experience that might benefit the Trust.*
- Will parents have a say? *Parents will be invited to become members, indeed membership is open to other stakeholders such as learners, staff and members of the community.*
- Will parents have to do more? *No, parents will continue to be involved according to the degree of involvement each individual parent chooses, as before.*
- Will money need to go into a central pot? *Each school is being asked to put a one off payment of 0.25% of its budget into the pot. After that, we will only pay in for services that we want to buy and are provided jointly by the Trust.*
- Have you spoken to a Headteacher who is already working this way? *The largest Trust in the country is based in Helton and the Lizard and we have frequently discussed membership with them.*

‘LONGER’ PARENTS’ MEETING – attended by 12 parents and one Governor

- Who will be responsible for repairs? *The Governing Body remains responsible for ensuring that repairs are carried out using the budget for this purpose from the Local Authority. The Local Authority remains responsible for ensuring that the building is fit for the provision of the education service on site, as before.*
- Do maintenance costs come from the Trust and are they paid for maintenance? *Maintenance costs are paid for from the school budget as at the moment.*
- Why do the land and buildings have to go to the Trust? *This is part of the legal model we have selected to consult on. It has the benefit of putting these assets into the ownership of the education community that forms the Trust.*
- Will the Trustees have any say in the finances of schools? *No, managing the budget remains the responsibility of your school Governors.*
- Does becoming an Admissions Authority mean more paperwork for the school? *Not really – the school will continue with the existing process with Cornwall Council.*
- What are the 3 advantages and 3 disadvantages? *Advantages? These would be sharing of skills and expertise, opportunities to save money and opportunities to buy in essential services. Disadvantages? Hard to think of any. There are additional meetings to attend in the form of Trust Board*

meetings, but we would have similar meetings anyway and are only planned for three a year.

- *Why go down this route if all this is already done informally? It is important to formalise some things, to ensure they remain in place if the people involved with initiatives change, e.g. a Headteacher retires. Also, the education landscape is changing very quickly, and the Governing Body concluded that staying the same was not an option for the school.*
- *Does it give the Governing Body of the school much more power? It puts more responsibility on Governors, in so far as they become their own admissions authority, employ the staff and the buildings and land are held on trust for them. However, this is countered by a promise to adhere to staff terms and conditions of service, backed by assurances from the Cornwall Council.*
- *So we could share the expenses of a Behaviour Consultant pro rata? If a number of schools decided this is what they wanted to do and to use the Trust as a vehicle for delivering it, then yes.*
- *I am worried about accountability – who is the Trust accountable to? The Trust is accountable to its members through the Forum. The Forum is elected from the membership, appoints three Trustees to the Trust Board and holds the Board to account.*
- *Will the school still use Local Authority services? The school will continue to use Local Authority services for as long as these are relevant, offer good value for money and are of an acceptable standard.*
- *How does being in a Co-operative protect small schools? Per se, there is no protection to changes in funding, demographics or demand. It can assist small schools by sharing best practise, thus enabling them to attract new parents.*
- *Numbers on roll are falling – what happens if the school is forced to close? If the school were forced to close for any reason, then the process would be the same as for any maintained school. However, the land and buildings would remain in the ownership of the education community in the shape of the Trust.*
- *Will we still have the national curriculum? The national curriculum will still be followed.*
- *How often will the Trust meet? Three times per annum.*
- *What are the Objectives and if none, why are they not set already? These are clearly set out in some detail in Booklet One, available in either hard copy or to download from the schools' websites.*
- *What is the Co-operative College? Does it benefit financially from this? The Co-operative College is a not for profit organisation set up to assist schools considering co-operative Trust status. They get a one off fee for assisting us in the process but receive no payment after completion.*
- *What are the alternatives? The Governing Body has looked at the alternatives and already discounted these in choosing to consult on co-operative trust status. The alternatives would be hard or soft federations or to become an academy. Your Governing Body thought the co-operative trust route best fitted the needs of our school.*

PUBLIC MEETING – attended by 15 members of the public

- What is the role of the membership and where does membership money go? *The role of the membership is to elect the Forum, which in turn elects some Trustees to the Board of the Trust. It enables everyone with an interest in our schools to have a stake in them and to get more involved, if they wish to. The membership is what makes the co-operative mutual and accountable. Membership fees will help to cover costs of maintaining data bases of members and costs of AGM meetings etc.*
- How long is the forum elected for? *Members are elected for a term of three years, but can stand to be reappointed.*
- How is the forum elected? *The Forum is elected by a vote of the constituents of the membership.*
- What happens if there is a problem with the roof etc? *The roof will be fixed in the same way as it would now – a small repair through the repairs and maintenance budget, anything larger is likely to be funded from the capital budget or direct from the Local Authority.*
- Will this protect small Schools? *Being a member of a Trust does not protect small schools from risks of funding or loss of pupils.*
- Is the Forum the same as the Trust? *The Forum is an integral part of the Trust, elected by members and holding the Board to account.*
- Is there anything to stop a Trustee also being elected a forum member? *No, as the Forum itself elects up to three Trustees onto the Board of the Trust.*
- Will we have a bigger voice together? *This is a big benefit of joining the Trust – collectively we will be more effective in terms of lobbying or arguing the case for resources on our peninsula.*

Alverton CP School

Penwith Education Trust Consultation Meetings



Meeting	Date	Number attending	Governors
Learners	Wednesday 13 th June	All children	0
Staff	Wednesday 27 th June	19 staff	3

Questions Raised

- Is the decision down to the school or all nine schools as to join? *The decision to join or not is for each Governing Body of the nine schools to make.*
- Will the original four schools have more power within the Trust? Be the core? *No, they will have two trustees, just like the new schools joining.*
- What about the competitive side between the schools? Can there be co-operation but competition between the schools? *There will always be a competitive element, for example inter school sports competitions, and this is seen as a healthy rivalry rather than open competition.*
- Will the school have better buying power? *Pooling our resources to achieve procurement savings is a key aim for all members of the Trust.*
- What does it mean if the Trust becomes the employer? *At the moment, the Trust does not employ any staff. If it were to do so, then it would be the necessary insurances and procedures in place to do so. At present, employees used across schools are employed by a*

'host' school and this seems to work well for the time being.

Parents 1 (Short)	Wednesday 27 th June	3	2
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Questions Raised

- Will the school have better buying power? And give better value that way? *Pooling our resources to achieve procurement savings is a key aim for all members of the Trust.*
- Does the Trust have a budget as it is non-profit? *It does not have a budget as yet*
- How often will the schools meet for the Board of Trustees? *The Trust will meet three times per annum, more if needed.*
- Will Alverton be the largest school? *No, that would be Humphry Davy School.*
- What sort of system can we use to decide which is best for us? Academy or Trust? *The Governing Body of the school has already debated the options open to it and decided to consult on changing category to a foundation school with a Trust as its foundation.*
- Can an academy change? *There are co-operative academies and some academies are partners to other trusts.*
- Does each school keep its own identity? *Absolutely, this is one reason this model was selected.*
- How will the membership work in the long term? *The Articles of Association set out when a membership will cease, but the Trust will have to have a method of keeping an up to date membership list.*
- Does the trust have any accountability? *The model is entirely accountable. The Trust Board is accountable to the forum, which is elected from the membership. Any member may attend an AGM. This is a democracy based on mutuality.*
- Will Ofsted still inspect the school? *Yes.*
- What percentage of the school staff are for it? *We do not have those figures yet, but it is one factor the Governing Body will take into account when making its decision.*
- Is it legally binding to be in the Trust? *It will be our choice to join and, although there is a process to follow, we could leave if we felt it was no longer the best option for our school.*

Parents 2 (longer)	Wednesday 27 th June	1	2
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Questions Raised

- Who co-ordinates the whole thing? *The Trustees will appoint a Chair and the Board has collective responsibility for the affairs of the Trust and are accountable to the membership.*
- Will the school's funding change in the light of savings that it might make? *No, any savings we make will be used for the benefit of our children.*
- Will there be an impact on the Head's time? *Only in so far as there will be some additional meetings to attend, but this is not thought to be unmanageable.*
- Will class sizes be affected? *No, this is not something the Trust would be involved in.*
- How will staff pay and conditions be affected? *No, the school Governing Body will become the employer of all staff, but has undertaken to follow agreed national and local agreements in relation to terms and conditions of service and has sought assurances from our local authority partner on these issues.*
- Can there be more partners in the future? *Yes, in fact the Trust will shortly be considering Penwith College as a partner and other partners are envisaged to join over time.*

Who will have to pay if there is damage to the school building like the roof? *The roof will be fixed in the same way as it would now – a small repair through the repairs and maintenance budget, anything larger is likely to be funded from the capital budget or direct from the Local Authority.*

Public	Wednesday 27 th June	1	2
Questions Raised <ul style="list-style-type: none"> What will change for the school? <i>The only things that will change are that the Governing Body will become the employer of all staff, the Governing Body will be its own admissions authority and land and buildings will be held on trust for the school by the Trust.</i> Can staff be used to cover absent staff in other Trust schools? <i>There is no option to deviate from existing contracts with staff, unless they are willing to accept them. This has possibility has not been discussed.</i> Can you be a foundation school on your own? <i>Yes, you can become a foundation school without a foundation!</i> What is an academy? <i>An academy is a school wholly independent from the Local Authority and answerable directly to the Secretary of State. Our Governing Body did consider becoming an academy, but thought the benefits of partnering other schools outweighed the benefits of becoming an academy.</i> Are there any other benefits? <i>The principle benefits are of sharing best practise, procurement opportunities, being part of an international co-operative movement, being able to buy in essential services as the Local Authority moves to a more strategic role and having a stronger collective voice.</i> 			
All presentations held by Stuart Hood (Headteacher)			
Unions	Wednesday 27 th June		

NOTES OF CONSULTATION MEETINGS HELD ON 26TH JUNE 2012

AT GULVAL PRIMARY SCHOOL CONCERNING THE PROPOSAL TO CHANGE CATEGORY TO A FOUNDATION

SCHOOL AND TO JOIN THE PENWITH EDUCATION TRUST

* At the shorter parents meeting we had two parents one who turned up after the meeting.

Questions asked -

* Would the bigger schools fund the smaller schools. *It is not possible for one school to fund another. Each school remains responsible for balancing its own budget.*

* Would children with behaviour problems be shared amongst all the schools in trust. *No, admissions will be made on the same basis as before.*

* CO-OPERATIVE TRUSTS - Is it as friendly as it sounds. *Well, as the Trust is made up of its member schools and partners, the membership and the forum, we will all be part of it if we go ahead, so that will be up to all of us.*

At the staff meeting attendance a total of 23 members of staff attended from Marazion, Gulval and Humphry Davy.

Questions asked -

* What is the extra work load for Heads and Chairs on the trust? *This is mainly attending extra meetings of the Trust – about three a year.*

* Is this trust an additional layer of bureaucracy? *It will be up to us to keep the bureaucracy down to a minimum – this is all about improving education for children, not generating administration.*

* Can we opt out if we don't think it is appropriate in the future? *There are other options open to us if we decide the co-operative trust is no longer meeting our needs.*

* Admission policies - would they be the same as they are now? *We will be our own admissions authority but will follow use Cornwall Council for this purpose, so there will be no change.*

School Council represented by pupils from Year 3 - Year 6. They were shown the you tube video and a discussion followed, very few questions, more on the lines of excitement because of working with other co-operatives around the world especially Barcelona. They would very much like to work with other schools in Penzance and UK.

The longer public meeting at Gulval, no parents turned up, although 9 governors were present.

Questions were the same as the staff meeting.

St Just CP School

Notes of shorter parents meeting held on Wednesday 27th June 2012

2 Parents attended

- Democracy? - Will only three Trustees elected from the Forum would they really have a voice and how can the trust forum hold the trust to account? *The Forum is elected from the membership and all members can attend the AGM and thus question Trustees and vote as appropriate.*
- How much money will the school have to give to the Trust? *Schools are being asked to make a one off contribution of 0.25% of their budget towards start-up costs. After that, schools will only pay in for any services they want to buy from the Trust, and these services will only be provided if the schools want them.*
- Does the School's budget remain within the control of the School as now? *The budget of each school remains with that school and it is the responsibility of the Governing Body to control the expenditure as is currently the case.*
- Would a Foundation school still be eligible for any 'special' funding from the government? *As we will continue to be a maintained school we do see any change to accessing funding.*
- What opportunities will the school get from the co-operative trust/college? *The main opportunities are sharing best practise, procurement opportunities, being part of a national and international movement and having a greater voice. The Co-operative College will be a partner and bring their experience of trust working to assist in maintaining momentum.*
- How often will the Board of Trustees meet? *At least three times per annum.*
- Will three a year be enough? *An elected Trustee can always stand for re-election, in accordance with the Articles of Association.*
- Are the playing fields protected from being sold? *There are no plans to sell the fields, but if we proceed to join the Trust, the land and buildings will be held in trust by the Trust on our behalf.*

Notes of longer parents meeting held on Wednesday 27th June 2012

6 Parents attended

- This is potentially a great opportunity and we broadly agree with the proposal. Of course, co-operation is possible without recourse to the creation of a potentially unwieldy umbrella organisation. However, terminology such as best practise, aims, values, aspiration and vision is somewhat meaningless without some context in policy and section three (what will the PET do?) is awash with such terminology and jargon. Furthermore, there is little evidence of democracy within the proposals so specifications and clarification will be required before we can be satisfied that the scheme amounts to more than a transfer of power between authorities – in effect handing some LEA discretions and functions to the immediate school managers. So, why the need to establish the PET and what tangible objectives might come into sight

under a Trust that were, evidently, unachievable before? Is the PET little more than an LEA in waiting? *The PET is a service vehicle to enable schools to come together and buy in the services they identify needing to best do their job. It is also a vehicle for holding the land and buildings on trust for member schools.*

- Who will determine priorities? *These will be determined by the Trustees, who are mainly drawn from member schools, the Forum and Partners.*
- Will PET be dominated by a bloc of Headteachers and Governors or will parents be given a greater say? *The Trustees are largely drawn from the Governing Body of member schools, plus Forum nominated Trustees and Partners. All parents will be encouraged to become members and thus have their say in the running of the Trust.*
- Who sets the PET agenda and how will they be accountable? *This will be the Trustees, accountable to the Forum and the membership as just described.*
- Who will be the elected representatives and how will they be elected and by who? *The Membership elects the Forum on a constituency basis e.g. parents, staff, learners and the community. We do not know who the elected members will be as the elections have not been held.*
- Who will hold PET to account? *The Forum and the membership.*
- What real power will be endowed to the forum? *The Forum is a sounding board for new ideas and will generate ideas of its own. Exactly how the Forum will function in practise has yet to be determined. We envisage working with the Forum once established to decide this.*
- With thirteen schools, the Board will have 26 members at a minimum. Who will sit on the Board and how often will it meet? *The Trustees are two nominated from the Governing Body of each school, up to three from the Forum (but this has yet to be elected) and the partner organisations. There will usually be at least three meetings per annum.*
- Will they be in private or will the minutes be published by a neutral minute taker? *Minutes will be made available to the Governing Body of member schools and are available to anyone who asks for a copy.*
- Can the Board honestly co-ordinate the interests of 13 schools in anything more than buying toilet paper? *The PET has already seen success in providing a service to other schools in the shape of a Health and Safety Consultant, and Every Child Matters Co-ordinator and joint training initiatives. Some progress has been made on savings on procurement and that is with just four schools active in the Trust.*
- Paragraph 3.3.4 refers to customers – such as churches? *Over my dead body.*
- How will the PET be constrained from entering into unnecessary or inappropriate partnerships? *The Trustees approve all partnership arrangements.*
- What does the co-operative college get out of this? *The Co-operative College is being paid a one off fee for assisting in the consultation and the process generally. Thereafter, it gets nothing.*



Co – operative Trust Consultation Meetings
Wednesday 27th June 2012

Attendance at meetings:

Meeting:	Attendance:	Presented by:
Parent meeting (short)	0 parents	Mrs J. Flynn (Acting Head Teacher)
Parent Meeting (long)	2 parents + 2 staff + 1 governor	Mrs J. Flynn (Acting Head Teacher)
Staff Meeting	3 staff	Mrs J. Flynn (Acting Head Teacher)
Learners	6 children (also introduced and discussed in assembly with all 28 children)	Mrs J. Flynn (Acting Head Teacher)
Public	[joint meeting see Cape School for details]	Mrs J. Nash (HT Cape School)
Unions	[joint meeting see Cape School for details]	Mrs J. Nash (HT Cape School)

STAFF MEETING - Questions

- Why were support staff pay & conditions less favourable than teachers? *Terms and conditions of service are agreed nationally for teachers and under local agreements for support staff. This would continue if we become a foundation school.*

- Who are the Co- operative college? *This is a not for profit organisation set up to advise and assist schools considering the co-operative trust model.*

PARENTS MEETING - Questions

- Do we think there is a threat of closure? *No.*
- If there is no threat then why are we jumping into this proposal? *We are not jumping – we are at the end of a long debate within the Governing Body and have decided that this is the best option for our school.*
- Will the person /specialist coming in as partners have their own agenda? *The agenda is driven by the trustees with no undue influence from particular schools or partners*
- What if a business like MacDonald's wanted to infiltrate the system to exercise influence? *Trustees must approve partners and assess their suitability and usefulness to the Trust.*
- Why do we need a Co – operative Trust just to talk to / work with other people? *The Trust provides a vehicle to procure goods and services together, to share best practise and to hold the land and buildings in trust on our behalf.*
- How do other school feel about St Levan joining as we are a small school? *We would be the smallest partner, but we have been welcomed and will have a voice equal to other schools as each school is able to nominate two trustees onto the Trust Board.*
- How do we know that the co – operation with partners will continue? *At this stage, we do not. However, as partners are all motivated to join for the same reasons, this risk is thought to be low.*
- Will there have to be agreement about smaller matters eg the colour of exercise books? *All matters relating to the management of the school remain with our school.*
- How will it work with stock etc where would it be stored? *All stock is stored on site, at school, and this will continue.*
- Is it going to be more hard work to run a Co-operative Trust School? *We do not believe so.*
- Would it mean that other meetings /groups would fizzle out? *No – the ethos is to promote involvement, not reduce it. We will still be having all our usual events.*
- Would it be possible to consider providing child care and a different time to get more parents at the meeting? *It is something that could be looked into, but there are cost implications and all schools run on very tight budgets.*
- Why do we need to go into this now at a time of such disruption? *By joining this cohort of schools consulting to join the PET, we are in fact saving a considerable amount of money.*

Humphry Davy Secondary School
Co-operative Trust consultation, June – July 2012

Notes of Parents' meetings

Meeting at 2.30 Tuesday June 26th, held in the Gallery, HDS

Present: Parents 5 Headteacher, Chair of Governors.

Introduction to Co-operative Trust and Foundation status – Bill Marshall
(Headteacher)

- different solutions for all schools;
- we can't stand still in the face of changes to Community schools and LA role;
- Academies, have a very limited LA role, accountable directly to Sec. of State;
- Foundation schools,
- still LA maintained;
- GB becomes the employer (currently delegated by LA to GB and Headteacher, so little practical change);
- Land and assets transferred to Trust, responsibility with GB but still LA maintained, so eg if school burnt down LA would be responsible for rebuilding;
- Admissions, GB's own policy, but they have to meet the Admissions Code, LA and national;
- The school would have the same values;
- Trust
- The school is consulting to become a Foundation school within a trust (the existing Penwith Educational Trust);
- Land and assets would be held by the Trust;
- Receipts would go to the Trust;
- Academies can be part of a Trust (associates) but not with their land and assets;
- Church schools can be associates in the same way (without assets);
- The school's Vision and values
- Doesn't change, still this school with its own ethos;
- Co-operative and Trust values are wholly in line, equality and justice are paramount;
- Origins of the Co-op movement, values are for the greater good, close fit with ours;
- Consultation
- Informal stage now, then GB will consider and decide whether to proceed to formal stage;
- Partners/structure
- Schools, existing four + nine currently consulting, possibly others to consult later;
- LA;
- Co-operative College;
- Importance of working together with other schools recognised, already happens but this can formalise, Hayle has decided to consult, and 3 other primaries;

- Truro and Penwith College asked to be involved by existing Trust (important to HDS) and willing;
- Cornwall College also interested;
- GB role
- Each school GB remains responsible, for finance and performance;
- Benefits of working together
- Shared improvement strands eg literacy, student voice;
- Previous informal collaboration can be strengthened;
- Allows for planned long term collaboration;
- Shared resources and efficiencies, eg mental health team support, a wider group could support a post that an individual school could not;
- Purchasing power eg energy contracts, a Trust could facilitate joint contracts (with each GB still deciding whether to join);
- Long term direction not short term financial gain;
- Trustees
- 2 from each school, irrespective of size ;
- Proposed to be Headteacher and Chair of Governors;
- 1 from each external partner;
- 'minority' Trust model ie a minority of Governors to be appointed to each GB by the Trust, proposed to be 2;
-

Questions:

Can it be too big? *Needs to be considered but in practical terms can work in groups on different issues Helston as an example*

What can go wrong? *Each GB still responsible as now*

What will the impact be on staff across schools who have similar roles/expertise (in light of anticipated efficiencies) *shared resources should help sustain , maybe increase opportunities*

Meeting at 6.15 Tuesday June 26th, held in the Gallery, HDS

Present: Parents 4, Headteacher, Chair of Governors, 2 other Governors, Headteacher Cape (JN).

Introduction to Co-operative Trust and Foundation status – Bill Marshall (Headteacher)

- as for earlier meeting;
- Membership,
- principle of 'buying in', £1 or 25p students;
- election of Forum or Council;
- contact with/advice/ challenge to Trustees;
- AGM , accountability;
- Stronger voice for Penwith area, 'charting a course through stormy waters', synergy;
- Fundamental belief that it is for good of the students;
- Co-operative schools , international opportunities;

Questions/Comments

How are new Governors appointed by the Trust? *New structure, 2 likely to take the place of existing Community or Foundation places;*
Will the funding from the LA (to Foundation schools) be top sliced? *LA still has statutory responsibilities eg SEN, transport, funding considered by the Schools Forum (LA) – decisions made on top slice for specifics.*
Important to protect small schools. *Not about protecting small schools, but can provide support which should help sustainability.*
No money goes to the Trust unless bid for as a charity.
Redundancies? *Falls on schools but changes next year.*
What will the impact of the Trust be, on students? *Co-operative values, to be a learning element; efficiencies in service delivery will benefit students – learning resources etc*
(JN) CPD opportunities for staff, formalising collaboration, longer term efficiencies will have impact in the classroom;
(WM) potential for increasing capacity; agreement re staff conditions, teaching and support staff, to remain the same;
Where could it go wrong? *If schools join without really thinking about it and the commitment needed; if there is 'too much too fast' ie no funding at start (but proposal to allocate 0.25% of each school's budget), need to look at all schools' needs and the potential to employ relevant specialist(s); need to be very clear about Aims, purpose etc*
Size, too big? Unwieldy? *(JN) Helston works in different groups that have a different focus. (WM) need to have clear terms of reference;*
Structure? Name of Forum/Council should not be 'Council' – confusion.
Structure etc to be decided after all schools join Trust
Low attendance at this meeting – lack of awareness? *Letters sent out plus reminder.*

Whole School Staff Meeting – 19th June 2012

At the staff meeting the Headteacher gave a presentation including a PowerPoint.

Trust Status – Implications to Staff

A member of staff asked the following “What is the advantage?”

WM we work informally with local primaries and secondary's these links often depends on various staff but when these staff go sometimes the links fail. This is more of a formal expectation of collaborative working and staff development. Wider working development opportunities: 13 schools at the moment and there are possibly 3 other primaries and 2 other secondaries interested.

WM funding is an issue with smaller budgets. Also a falling demographic across Cornwall. Both if these issues require schools to think how to be more efficient. If schools are going into foundation status they can work together to save costs and work together; therefore some element of protection. If you are a foundation school the LEA is still responsible for land etc. WM any questions can be put on to Frog. The aim is to give the best education for the students.

A member of staff asked if there is a leader in the Trust? WM every governing body will appoint 2 trustees. There will be a chair of committees but not a 'Headteacher' or 'lead teacher'.

MOUSEHOLE SCHOOL

trust consultation questions

Children:

What other schools are involved? *The Headteacher named all the other schools.*

Will we get pen pals with schools in other countries? *This is possible as the co-operative movement is international*

Will we get a new uniform? *Uniform decisions are for our school to decide, not the trust.*

Will it have ties and blazers? *Uniform decisions are for us to decide.*

Can we help other schools in other countries? *We can look at forging more links with schools overseas, certainly.*

When will this change happen? *It is planned for 1st November 2012.*

Parents: - first meeting attended by 1 parent, second meeting by 8 with Governors in attendance.

What difference will this make to my child? *Initially, your child will not see any difference, over time, we hope to reap the benefits of sharing best practise, joint procurement of goods and services etc.*

Will the budgets from the schools be merged? Could it happen in the future? *This is not permitted and will not happen. Each school is responsible for its own budget and it will remain the responsibility of the Governing Body to balance the books.*

Is this like being an academy? *No – an academy is independent of the Local Authority and a foundation school is still a maintained school.*

Why don't we become an academy? *The Governing Body looked at all options and decided that working in partnership with other local schools was the key priority for us.*

Can we create our own curriculum like an academy? *No, we will continue to follow the national curriculum.*

Will the bigger schools have to support the smaller schools financially? *No, this is not possible. Each school will remain responsible for balancing its own budget.*

Can the bigger schools "take over" the smaller schools as in the NHS trust? *No. IN schools, this is usually a federation rather than a takeover and it can only happen if the Governing Body agree to it.*

Can the trust sell the school's land/assets? *The Trust can sell assets if the school wants it too, but the proceeds would have to be used for the benefit of the local education community eg re-investment in our school.*

What is Cornwall Council's role in the trust? *They will be a key partner and have a place on the Trust Board.*

What/who are the coop college? *This is a not for profit organisation set up to advise and assist schools considering the co-operative trust model.*

What are the links with the coop supermarket? *None, other than the supermarket is also a co-operative set up for the benefit of members.*

What if the trust makes decisions or decides to buy into services that are not appropriate for our school/children? *Then we do not have to buy that particular service.*

Do we have to take part in all the initiatives approved by the trust? *No, we will only participate in the initiatives we need.*

Will the size (of the trust) create too much bureaucracy to be effective? *We need to keep administration to a minimum to ensure the maximum amount of our budget is spent on education. At present, we only envisage three meetings per annum.*

Will this create more work for staff and the governing body? *No – this will be three meetings per annum.*

Does the parental opinion have any influence e.g. if 79 parents objected would the governors not approve the conversion? *The Governing Body wants to hear the views of all stakeholders and will take these into account when reaching a decision.*

Why would the LA just give the land and assets away to the Trust? *This is how the foundation and trust model is established in law.*

If we are our admissions authority can we set our own admissions criteria? *The Governing Body must follow national policy and is in any case minded to continue with the existing procedure with Cornwall Council.*

Can we change our PAN? *We could apply to do that now, if we thought we had a good case and it was in our interests to do so.*

Public:

We had no attendees at our public meeting except supportive governors who have asked questions previously.

**Pendeen Primary School
Co-operative Trust Consultation Meetings
Wednesday 4th July 2012**

Parents 'Shorter' Meeting 2pm

No. of parents 3 parents and 1 grandparent

- Mr Penlerick (Chair of Governors): welcome
- Presentation by Mrs Nicholls (head teacher) including short co-op trust video clip and PowerPoint presentation
- Questions invited from the floor

- Thank you from Mrs Nicholls

Questions from the Floor

- Who chooses our partners? *The PET had already chosen the Co-operative College and Cornwall Council. Any future partners will be chosen by the Trustees.*
- If we share resources will there be a resource bank or will we have our own resources? *We will maintain our own resources but there may also be joint resources that we can access.*
- Will each individual school have responsibility for their curriculum, policies etc.? *Yes, all management decisions will remain with the Governing Body, as before.*
- Comment from parent: the cost of joining PET for no change in what we doing already.
- Comment from parent: Initial cost but this would presumably be offset by savings overtime.
- What are the annual costs? *The PET is asking for a one off joining fee of 0.25% of budget but there is no annual fee thereafter. We only buy the services we choose and the school needs.*

Public Meeting 5pm

No. of public 2

- Mr Penlerick (Chair of Governors): welcome
- Presentation by Mrs Nicholls (head teacher) including short co-op trust video clip and PowerPoint presentation
- Questions invited from the floor
- Thank you from Mrs Nicholls

Questions from the Floor

- A query regarding the cost. *The total cost for this school to be paid for Co-operative College assistance is around £860. There is a one off fee of 0.25% of budget towards the start-up costs of the PET but the only costs thereafter will relate to services the school wants to buy in from PET.*
- What do the partners get out of the trust? *They get nothing material from the relationship, they are in it to bring their own perspective and expertise for the benefit of the Trust and its members.*
- What do the partners put into the trust? *Their skills and expertise.*
- What is the difference between Foundation trust and Co-operative Trust? *The foundation part is the school and the Trust is a service vehicle and also holds the land and buildings on trust for member schools. It is also a means to enhance community involvement in education through the membership and the forum.*
- What will change? *This is covered in detail in Booklet one and in outline in the leaflet. The Governing Body would become the employer, its own admissions authority and the land and buildings would be held on trust by the Trust.*

- What will stay the same? *Again, this is explained in detail in the booklets. But essentially the Governing Body remains in total control of the schools finances and management. The School will still be a maintained school and get its budget from the Local Authority in the same way.*
- Will there be any changes to employment terms and conditions for staff? *No, the Governing Body has undertaken to follow national and local agreements in relation to terms and conditions of service and have sought assurances from the Local Authority on these matters.*
- Will the Co-op get a payment every year? *No. There is a payment for consultancy services only.*
- Are there any case studies for the first co-operative trust schools from 3 years ago regarding costs and savings? *The nearest case study is Helston where some savings have been made and the PET members are also achieving some savings as a result of the initial four schools joint purchasing initiatives.*

Parents 'Longer' Meeting 6pm

No. of parents 3

- Mr Penlerick (Chair of Governors): welcome
- Presentation by Mrs Nicholls (head teacher) including short co-op trust video clip and PowerPoint presentation
- Questions invited from the floor
- Thank you from Mrs Nicholls

Questions from the Floor

- Is the buying power more? *There is evidence to suggest that savings can be made from joint procurement.*
- What if the Co-operative link is elsewhere (eg Truro)? *The Co-operative Trust link can be anywhere, but we are consulting on joining the local Trust here in Penwith.*
- Does it cost money to join PET? *A one off payment of 0.25% of the budget is requested by PET towards start-up costs.*
- Buildings and sites insurance is concern. Considering the age of the building and school site in a mining area. *We do not envisage any change to insurance arrangements as a result of these proposals.*
- Will the school need more support from parents? *No, though the school would encourage all parents to take out membership of the Trust and thus take a stake in the PET.*
- Who can our partners be? *The initial partners are the Co-operative College and Cornwall Council. Further partners are envisaged and this*

will be for the Trustees to decide, for example, partnership with Penwith College is under consideration.

- Who will be responsible for the school site? *The school retains this responsibility, as at present.*
- If we join the Co-operative trust can we back out at a later date? *Provided we follow the due process, we can leave if we decide the Trust is not the best option for the school.*

Appendix C: School Governing Body Structure

CAPE CORNWALL SCHOOL

Governor type	Current	Proposed
Local Authority	4	3
Parent	6	6
Staff	4	4
Community	4	3
Trust	0	2
Total	18	18

ST JUST PRIMARY SCHOOL

Governor type	Current	Proposed
Local Authority	3	2
Parent	5	5
Staff	3	3
Community	4	3
Trust	0	2
Total	15	15

MARAZION PRIMARY SCHOOL

Governor type	Current	Proposed
Local Authority	3	2
Parent	5	5
Staff	3	3
Community	3	2
Trust	0	2
Total	14	14

HUMPHRY DAVY SCHOOL

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

MOUSEHOLE PRIMARY SCHOOL

Governor type	Current	Proposed
Local Authority	3	2
Parent	5	5
Staff	3	3
Community	4	3
Trust	0	2
Total	15	15

GULVAL PRIMARY SCHOOL

Governor type	Current	Proposed
Local Authority	3	2
Parent	5	5
Staff	3	3
Community	4	3
Trust	0	2
Total	15	15

ALVERTON PRIMARY SCHOOL

Governor type	Current	Proposed
Local Authority	3	1
Parent	5	5
Staff	3	5
Community	4	2
Trust	0	2
Total	15	15

ST LEVAN

Governor type	Current	Proposed
Local Authority	2	1
Parent	4	4
Staff	2	2
Community	3	2
Trust	0	2
Total	11	11

