



The Penwith Education Trust
(a mutual schools co-operative membership trust)

Public Consultation: Booklet 1

**‘Changing from Community School to Foundation School Category and
Joining a Charitable Trust, the Penwith Education Trust’**

The reason for the consultation

The Governing Bodies of Cape, St Just, Pendeen, St Levan, Humphry Davy, Alverton, Gulval, Marazion and Mousehole schools are proposing to change their category from community to foundation school, and at the same time acquire charitable status by joining a shared co-operative Trust, known as The Penwith Education Trust (PET), which currently comprises Newlyn, Pensans, Heamoor and Nancealverne schools.

What we would like you to do

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

- a) Reading this Booklet One. You may also wish to read Booklet Two, which provides answers to a wide range of questions. Copies of this will be available at your school.
- b) Completing the Response Form and returning it to your school.
- c) Attending one of the consultation meetings – there will be meetings held at each participating school, plus central meetings held locally.

Contents of this Booklet

Page

1. Executive Summary	2
2. Visions and Values	3
3. What will the PET do?	4
4. How will the PET work?	7
5. Foundation Status	8
6. What do Trust and Foundation Status mean for:	9
a) Parents and Carers	
b) Learners	

c) Staff	
d) The wider community	
7. The Consultation Process	10
8. Contact details for schools	12
9. Appendices	
a) List of Consultees	
b) Co-operative Values and Principals	
c) Proposed Trust Structure	
d) Proposed reconstituted governing body structures	

Section 1 – Executive Summary

- 1.1 The Governing Bodies of the following Penwith schools are each proposing to change their category from a community to a foundation school and at the same time to join a charitable trust, called The Penwith Education Trust (known as PET or the Trust). The schools are:
- 1.2
- Alverton Primary school
 - Cape Cornwall School
 - Gulval Primary School
 - Humphry Davy School
 - Marazion Primary School
 - Mousehole Primary School
 - Pendeen Primary School
 - St Just Primary School
 - St Levan Primary School and
- 1.3 The proposed date of implementation (i.e. the date on which any legal change of category would take place – and the Trust would be joined on), is 31st October 2012
- 1.4 The partnership of schools supported by the Trust will work together to improve standards, outcomes and services for children, young people and their families within our local communities in Penwith. Our Headteachers believe strongly that by working together they can achieve significantly more for their schools than they can by working alone. They would therefore like to build on the work already being undertaken in the Penwith area by joining a co-operative Trust to support and secure their work.
- 1.5 As members of a shared Trust, our schools will continue to be part of the Local Authority family of schools, but the change of category will allow us to be supported additionally by a charitable trust. A number of other schools have may have an interest in either becoming a full member or an associate member of the Trust. If they join, they will be full contributors to and beneficiaries of the work of the Trust. Copies of all the consultation documents are available from each consulting school’s website (see contact details, p12as well as in hard copy from each school office).
- 1.6 As a result of the change, the Governing Body of each school will gain new powers and responsibilities. It will become the legal employer of all staff at the school, although existing pay and conditions will remain unchanged, as the school will remain in the Local Authority maintained sector and continue to be subject to national pay and conditions.

- 1.7 Each Governing Body will also become responsible for pupil admissions, but will work jointly with the Local Authority to administer the provision of pupil places within the requirements of the National Schools Admissions Code. The Trust will also hold the land and capital assets in trust for each school, although each governing body will retain day to day responsibility for managing these assets in the same way as they do now.
- 1.8 You will have the opportunity to comment on these proposals through the consultation which runs from noon Wednesday 13th June 2012 to noon on Wednesday 11th July 2012. We would emphasise that no decision has been made as yet and we would welcome suggestions that might help us to improve our proposals, as well as challenging them.
- 1.9 When the consultation period is over, each governing body will then consider the outcome independently and decide on whether they should go ahead to the next stage: i.e. to publish Statutory Proposals for their own school on changing category and acquiring a charitable trust - or remain as a community school.
- 1.10 After considering the outcome of the consultation, one or more schools may decide not to proceed to Statutory Proposals. However this does not prevent the other named schools from continuing to publish Statutory Proposals if their governing body wishes to proceed.
- 1.11 In order to make the change, each Governing Body is therefore legally proposing to change category from a Community School to a Foundation School and at the same time formally to join a co-operative Trust – known as The Penwith Education Trust, which already comprises other local schools.

Section 2 – Visions and Values

- 2.1 The nine named schools have worked together for mutual benefit, and this has included the Penwith Heads' Group and the Penwith Extended Services Network.
- 2.2 Working as a collaborative cluster has helped the nine named schools to develop a common set of aims and values. Headteachers and teachers from our schools meet together regularly to share ideas and to receive training. Learners from our schools take part regularly in activities organised by the schools working together. The nine schools plan to build on this collaboration and improve by sharing best practice.
- 2.3 Joining a shared Trust (PET) 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 would help to make that belief a reality.
- 2.4 Key aims for the PET are to:

- Ensure consistently high expectations and outcomes across all of our schools: amongst learners, teachers, parents and carers.
 - Enable all learners to benefit from high quality teaching and learning;
 - Work effectively with parents and carers, professionals and the wider community to promote health and well-being, in order to create 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 including other Schools to widen the range of collaborative opportunities available to our workforce and our young people;
 - Improve social cohesion within our community by strengthening our commitment to co-operative values, including respect, social justice, fairness and democracy.
- 2.5 As a co-operative Trust, the PET has adopted the values and principles of the co-operative movement (see Appendix B).
- 2.6 Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, co-operative members believe in the values of honesty, openness, social responsibility and caring for others.
- 2.7 We have chosen to join a co-operative Trust because these are the values and principles which we feel should underpin our work: with each other and with our young people.

Section 3 – What will the PET do?

3.1 What will be the PET's particular focus?

The focus is to increase the enjoyment and achievement of all stakeholders by working with a variety of innovative educational partners from the community and beyond, which will impact on pupil outcomes.

In recent years overall attainment in our schools has improved significantly in response to the efforts of teachers and the work off all. We want to build upon this success to sustain continuous improvement

It is therefore the key role of the PET to assist in further raising achievement and outcomes by:

- a) Strengthening the quality and consistency of teaching
- b) Increasing aspirations among stakeholders, and all those who work with children
- c) Harnessing resources efficiently in the interests of learning
- d) Creating the right conditions for enjoyable effective learning
- e) Increasing inclusive opportunities in order to educate generations of young people to respect and celebrate difference and diversity

3.1.1 Improve the Quality and Consistency of Teaching

As part of PET we will:

- Look to recruit and retain the highest calibre of staff in all roles to work in our schools
- Seek to continue to develop our committed workforce within our schools
- Encourage teachers and school leaders to share their expertise for the benefit of all members of our Learning Trust.
- Provide those working in our schools with the best we can afford in terms of training, facilities, resources and support.

3.1.2 Increasing Aspirations

As a part of PET we will work in partnership to:

- Encourage all members of our learning communities to have high expectations.
- Enable those who attend The Penwith Education Trust schools to acquire the skills ,attitudes and disposition to be life-long learners
- Foster creativity and innovation in our young people through an exciting, challenging and appropriate curriculum
- Create amongst learners a sense of local pride and possibilities afforded by the wider world

3.1.3 Harnessing Partnership Resources and Beyond

As a part of PET we will:

- Work together as a group of schools to ensure that the whole of our commitment to learning is greater than the sum of its parts
- Work in partnership with parents and carers to achieve the overall aims of the Trust
- Work with the community organisations to extend and enrich school provision
- Work with external partners and agencies to support our aims

3.1.4 Improving Conditions for Learning

As a part of PET we will seek to build upon our existing strengths including creating a learning environment which is both safe and stimulating for all and which promotes high quality, measurable outcomes in the following areas:

- Attendance
- Behaviour
- Attainment and progress
- Health and well being

3.1.5 Increasing inclusive opportunities

As part of PET we will strive to remove barriers to enable all children to achieve their potential by:

- Working to develop a proactive and responsive outreach programme

- Providing learning opportunities on an individual or group basis which allows for greater inclusion
- Being proactive to ensure children maximise their access to learning, regardless of their gender, disability, ethnicity, sexual orientation or religious belief

3.2 What will each partner bring to the PET?

The Existing Four Schools

The Penwith Education Trust initially encompassed four schools, which serve Penwith, and between them have a wealth of experience and expertise in the provision of education. In addition, each School's governing body brings a wide range of skills and experience which will be of benefit to the Trust as a whole. The addition of our nine schools will add to this breadth of experience.

Cornwall Council

The Local Authority has actively supported the nine schools seeking to join the Trust, and will continue to provide technical and specialist support. Negotiations will take place with a number of different service teams within the Local Authority to broker bespoke services to the Trust in support of schools. It is also anticipated that the Local Authority will also from time to time commission work from the Trust in order to achieve its own objectives.

The Co-operative Movement (represented in the interim by the Co-operative College)

By joining a co-operative trust (the PET) we become part of the global co-operative family. We will become members of the Schools Co-operative Society, the national network of co-operative trusts, and work with the Co-operative College to identify a suitable long term co-operative partner for the trust from the Co-operative Movement in Cornwall. The Co-operative College has extensive experience in both the general school sector and the co-operative trust sector. They helped to found and organise the network of co-operative schools, of which the Trust will be part. They will also help bring a global dimension to the schools and assist in establishing national and international links with other co-operative organisations.

Other Partners

The PET is keen to explore links with other partners from the public, voluntary and commercial sectors that can help to further its aims. Charitable status and existing partnerships will help significantly in identifying suitable partners.

3.3 How will the Trust make a difference?

- 3.3.1 By focussing collective attention and resources on enjoyment and achievement. Being part of PET will focus the minds and energies of all partners on the task of raising attainment and increasing opportunities for enjoyment and achievement across the Penwith community.
- 3.3.2 By bringing coherence and continuity to lifelong learning at a time when Local Authority services are diminishing and schools are increasingly finding themselves working alone, the Trust provides the means of bringing local schools together to serve a common purpose and to provide sustainable pathways to enjoyment, learning and achievement from early years to adulthood and beyond.
- 3.3.3 By making efficient and effective use of resources, the PET will provide schools with significant collective bargaining power in their negotiations with suppliers of goods and services. This will enable them to secure best value and prioritise funding for teaching and learning. The PET will also encourage schools to pool expertise and resources to enable them to maximise the benefits for staff and students.
- 3.3.4 The PET will extend the offer of membership to parents, pupils, employees and community groups. By providing the motivation of community wide membership, and a number of partnerships, the PET has demonstrated the value of treating customers and employees as members. This will have the value not only of identifying specific benefits for each of these groups, but also enlisting their support in achieving the aims of the PET.

Section 4 – How does the PET work?

- 4.1 The PET is a charitable, not for profit organisation, meeting the legal and other requirements of the Department for Education (DfE). It will carry out its duties in relation to schools as set out by the DfE, specifically by appointing a minority of the members to the Governing Body of any supported schools and by holding the land and assets in trust for the community.
- 4.2 The PET is legally established and regulated (as with all charities) by the Charities Commission and registered as a company limited by guarantee with Companies House.
- 4.3 Trustees will not be able to derive an income from the PET, but the PET may become an employer as it develops its work. Any income generated by the PET must only be used to support its charitable aims. The PET will not seek to alter the individual characteristics of the partner schools and it will not seek to change the character (religious or otherwise) of a partner school.
- 4.4 The Trustees will meet a minimum of 3 times a year (co-ordinated with existing school governance arrangements as required).
- 4.5 The PET will work with other people and organisations, as appropriate, to carry out its work. As the PET develops, it may be appropriate to consider additional partners. There will be a clear process involving existing Trustees to ensure that any future partner will comply fully with the vision, values and aims of the PET.

- 4.6 The PET will be made up of representatives from schools, partners and members. For details of the proposed structure of the Trust see Appendix C.
- 4.7 The PET will appoint a minority of governors (the legal minimum of two), at any school for which it acts
- 4.8 The PET has an ethos of co-operation and democracy consistent with co-operative values. It will seek to empower learners and their community. The PET will help young people prepare for the challenges facing them as global citizens.

Section 5 – Foundation Category

- 5.1 To facilitate the organisation of a Trust, community schools are required to alter their category to become Foundation schools. In acquiring foundation category, the Governing Body - and not the Trust (in this case the PET) will take on new responsibilities including responsibility for the employment of staff and the admission of learners to each school. In addition, the PET will hold the land and assets in trust for each school it acts for. Each governing body will retain day to day responsibility for managing these assets, as is presently the case.
- 5.2 The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 provide for all the rights, powers, duties and liabilities to transfer existing staff from the Local Authority to the Governing Body.
- 5.3 Existing and new staff will continue to work under the terms of the 'School Teachers' Pay and Conditions Document' (STPCD). Each school's governing body will set out the terms and conditions for new support staff which will be no less favourable than those enjoyed by existing staff. All staff will therefore enjoy as a minimum the same terms and conditions of employment as in any maintained school.
- 5.4 Schools will continue to teach the National Curriculum and be inspected by Ofsted.
- 5.5 Each governing body within the PET will work in collaboration with the Local Authority in ensuring strict adherence to the Schools Admissions Code while reserving its own legal right to review admission arrangements if deemed appropriate.

Section 6 – What Trust and Foundation Category will mean for

- a) Parents and Carers
- b) Learners
- c) Staff
- d) The Wider Community

Admissions

- 6.1 Each school will remain part of the Local Authority's family of maintained schools. Schools joining PET will continue to have a fair admissions policy and not introduce selection by ability or according to which particular school a child attends.
- 6.2 Parents will apply for places at PET schools as part of the Local Authority process; and schools will continue to work with the Local Authority to ensure that pupil places are given fairly in line with the published admissions criteria.

Composition of Governing Bodies

- 6.3 The current situation of appointing Parent, Community, Local Authority and Staff Governors will be maintained. However the Governing Body will now have a minority of governors appointed by the PET (this will probably be the legal minimum of two). This will help to ensure that there is a strong link between the PET and each school Governing Body. The proportions each governing body must follow in reconstituting itself to allow for the two PET nominated governors, are set out in Appendix D.

Membership of the PET

- 6.4 All parents, carers and learners attending a PET school may become full members of the PET. This is also true of all members of staff employed by PET schools and members of a range of community organisations supporting the work of the PET – as well as individuals living within the Penwith area who identify with what the trust is seeking to achieve.
- 6.5 We are planning to establish a PET Forum whose members, including parents, staff, students and representatives of community – both organisations and individuals, are elected. The purpose of the PET Forum will be to hold the PET to account, to help shape policies and to appoint a minority of trustees (two)
- 6.6 In keeping with the co-operative tradition, the PET will be looking to identify a range of benefits to members which would be consistent with its aims.

Employee Terms and Conditions

- 6.7 The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 provide for all rights, powers, duties and liabilities to transfer existing staff from the Local Authority to the Governing Body of each school. Employees will be employed by their school's Governing Body instead of the Local Authority.
- 6.8 PET schools will continue to recognise the same unions and staff associations. The existing rights of teachers will be fully protected if schools join the PET schools will continue to be bound by the School Teachers' Pay and Conditions Document.
- 6.9 Each governing body will set terms and conditions for its own support staff. However, terms and conditions will be safeguarded as per the prescribed regulations and they will maintain the same employment rights as Local Authority employees.
- 6.10 Employees will still be represented on all governing bodies, elected by their colleagues.

- 6.11 Under the terms of the PET, all staff will continue to enjoy as a minimum entitlement the same terms and conditions of employment as staff in any Cornish local authority school.

Section 7 – The Consultation Process

- 7.1 We would like to know what you think about the proposals contained in this booklet.

- 7.2 You can take part in the consultation by

- a) Attending a consultation meeting at your school
- b) Attending a public meeting within the community
- c) Completing a Response Form and returning it to your school

- 7.3 The full consultation meetings programme is as follows.

Venue	Date	Time	Audience
Gulval, Marazion and Humphry Davy:	Tuesday 26th June	2.30pm	'Shorter' Parents meeting, at each school.
		4.00pm	Meeting with Staff from all three Schools at Gulval.
		5.15pm	Public meeting (for all three schools – and wider community at Marazion)
		6.15pm	'Longer' Parents Meeting, at each school.
Cape, St Just, Alverton, Mousehole and St Levan:	Wednesday 27th June	2.30pm	Meetings for unions, (all nine schools) to be held at Cape
		3.30pm	Meetings for staff of Cape, St Just, Pendeen and St Levan to be held at Cape.
			Alverton and Mousehole to be held at each school
		4.30pm	Parents 'shorter' meeting to be held at each school
		6.00pm	Parents 'longer' meeting to be held at each school
		7.00pm	Public meeting, for St Just, St Levan and

Pendeen:	Wednesday 4th July	2.00pm 5.00pm 6.00pm	Cape to be held at Cape. Alverton and Mousehole to be held at each school Parents 'shorter' meeting, in school Public meeting, in school Parents 'longer' meeting, in school
-----------------	--------------------------------------	----------------------------	---

Learners will be consulted via their student councils, assemblies and a range of other internal school mechanisms.

- 7.4 You can comment on the proposals at any time from noon on Wednesday 13th June 2012 to noon on Wednesday 11th July 2012.
- 7.5 After the consultation is closed, all comments oral and written will be considered and a report will be prepared for each Governing Body. These reports will be made available on the school website. Individual reports will not be published but will be made available to the Governing Body and will be available for inspection by the public on request. The Governing Body will then hold a meeting to review the report and all the comments made before reaching an informed decision.
- 7.6 Each individual Governing Body may decide to:
- Issue Statutory Notices about a change from Community to Foundation Status and the adoption of a Trust;
 - Modify the proposal in the light of suggestions made during the consultation and if the changes are significant, consult again on the changes;
 - Decide not to proceed and to remain as a Community School.
- 7.7 If an individual Governing Body decides not to proceed, it does not prevent other schools from proceeding after they have made an informed decision to do so. The outcome of consultation for each school is mutually exclusive.
- 7.8 If a Governing Body decides to proceed and issues a Statutory Notice, there will be another chance to comment on any formal proposals which might be made before any final decision is made.
- 7.9 The proposed implementation date for joining the PET is the 31st October 2012.
- 7.10 Copies of all of the consultation documents can be obtained from the individual schools.
- 7.11 If you have any queries about anything you have read here, please contact your local school. (Full details on the back page of this booklet).

Section 8 – Contact details

Schools consulting on change to Foundation Status		
School name and address	Tel/E-mail/website	Headteacher
Marazion Primary School, School Lane, Marazion, Cornwall TR17 0DG	www.marazion.cornwall.sch.uk Phone: 01736 710618 Email: secretary@marazion.cornwall.sch.uk	Miss Jenny Rainbow
Cape Cornwall School Cape Cornwall Road St Just Penzance Cornwall TR19 7JX	www.cape.cornwall.sch.uk Phone: 01736 788501 Fax: 01736 787100 Email: secretary@cape.cornwall.sch.uk	Mrs Julie Nash
St Just School Bosorne Road, St. Just, Cornwall TR19 7JU	www.st-just.cornwall.sch.uk/ Tel: 01736 788478 Fax: 01736 787884 E-Mail: secretary@st-just.cornwall.sch.uk	Mrs Diane O'Brien
Gulval C.P School, School Lane, Gulval, Penzance, TR18 3BJ	www.gulval.cornwall.sch.uk Tel: 01736 364747 Fax - 01736 361480 E-mail : secretary@gulval.cornwall.sch.uk	Mr Ian Fellows
Pendeen C.P. School Church Road, Pendeen, Nr St Just, Penzance, Cornwall TR19 7SE	www.pendeen.cornwall.sch.uk 01736 788583 Fax: 01736 785882 Email: secretary@pendeen.cornwall.sch.uk	Mrs Maureen Nicholls Mrs Sarah Phillips

St Levan Community Primary School, The Bottoms, St. Levan, Penzance, Cornwall, TR19 6HD	www.st-levan.cornwall.sch.uk Tel 01736 810486 Email: secretary@st-levan.cornwall.sch.uk	Mrs Jodie Flynn
Alverton Community Primary School Alverton Penzance Cornwall TR18 4QD	www.alverton.org.uk Tel: 01736 364087 Twitter: @alvertonschool Email: secretary@alverton.cornwall.sch.uk	Mr Stuart Hood
Mousehole School Foxes Lane Mousehole Cornwall TR19 6QQ	www.mousehole.cornwall.sch.uk Tel: 01736 731427 Fax: 01736 733029 Email: secretary@mousehole.cornwall.sch.uk	Mr Chris Roynon
Humphry Davy School Coombe Road Penzance TR18 2TG	www.humphry-davy.cornwall.sch.uk Tel: 01736 363559 Fax: 01736 331042 Email: enquiries@humphry-davy.cornwall.sch.uk	Mr Bill Marshall

Section 9 – Appendices

Appendix A – List of Consultees

- 9.1 We are keen to consult widely about this proposed change to ensure that all interested parties have their say.
- 9.2 As part of this consultation, we are therefore consulting with the following:
- a) pupils and students currently at each school applying for a change of status;
 - b) parents and carers of those pupils and students;
 - c) teachers and support staff currently employed at these schools;
 - d) staff, parents and carers at other Penwith schools;
 - e) staff and users of local Children's Centres;
 - f) local teacher associations and trades unions and trades unions representing support staff in Penwith schools;
 - g) Cornwall Council, local town and parish councils, as appropriate
 - h) serving local MPs and local councillors
 - i) other neighbouring schools which might be affected by the proposals;
 - j) local community and voluntary groups, including nurseries, child care providers, sports and leisure providers;
 - k) local and neighbouring FE and HE institutions
 - l) The Primary Care Trust (PCT) and local health care providers
 - m) local religious organisations
- 9.3 If you feel that there are other stakeholders who should be contacted, please inform your school.

Appendix B – Co-operative Values and Principles

The Values and Principles embraced by today's worldwide co-operative movement have evolved from the ideals of the early co-operators of the 18th and 19th centuries. They are embodied in the Statement of the Co-operative Identity published by the **International Co-operative Alliance**. For more information about the origins of the co-operative movement, please visit the **National Co-operative Archive**.

Co-operative Values

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

Self-help

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

Self – responsibility

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

Democracy

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

Equality

Members will be treated justly and fairly.

Solidarity

Members will support each other and other co-operatives.

Ethical Values

In the tradition of their founders, co-operative members believe in the ethical values of:

- Honest, openness, social responsibility and caring for others

Co-operative Principles

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

1st Principle: Voluntary and Open Membership

Co-operatives are voluntary organisations, open to all persons able to use their services and willing to accept responsibilities of membership, without gender, social, racial, political or religious discrimination.

2nd Principle: Democratic Member Control

Co-operatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member one vote), and co-operatives at other levels are also organised in a democratic manner.

3rd Principle: Member Economic Participation

Members contribute equitably to, and democratically control, the capital of their co-operative. At least part of that capital is usually the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any of the following purposes: developing their co-operative, possibly by setting up reserves, part of which at least would be indivisible; benefitting members in proportion to their transactions with the co-operative; and supporting other activities approved by the membership.

4th Principle: Autonomy and Independence

Co-operatives are autonomous, self-help organisations controlled by their members. If they enter into agreements with other organisations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy.

5th Principle: Education, Training and Information

Co-operatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively to the development of the co-operatives. They inform the general public – particularly young people and opinion leaders – about the nature and benefits of co-operation.

6th Principle: Co-operation Among Co-operatives

Co-operatives serve their members most effectively and strengthen the Co-operative Movement by working together through local, national, regional and international structures.

7th Principle: Concern for Community

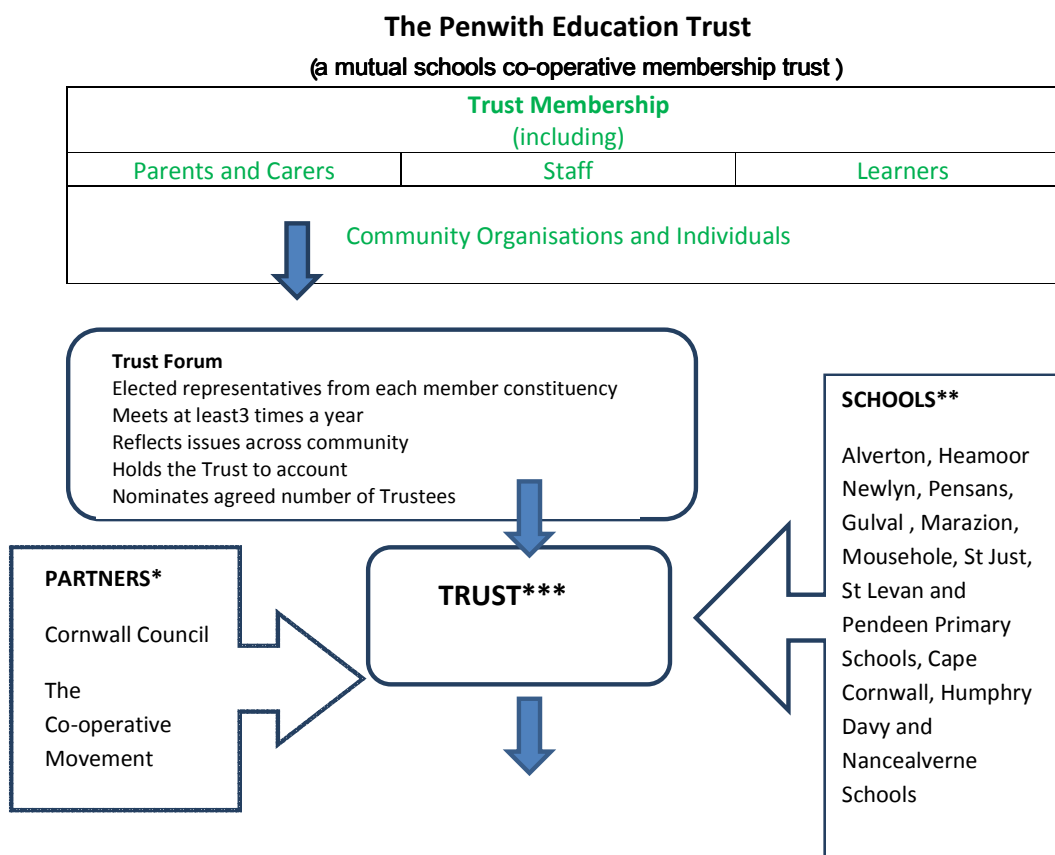
Co-operatives work for the sustainable development of the communities through policies approved by their members.

Appendix C – Proposed Trust Structure

As part of the consultation process, we are keen to develop a Trust structure which will be properly representative of all members and stakeholders, represent external partners appropriately and enable all of our schools to be represented equitably.

In putting this together we need to build on existing governance arrangements whilst creating a structure which is realistic. We have no wish to create an unwieldy and bureaucratic structure which is not fit for purpose.

The diagram below is an early attempt to show the relationship between wider membership, schools and their Governing Bodies and proposed external partners. Further work is needed here and this will be a priority in our consultation process.



***Each partner will appoint one trustee to the Board**

****Each school will appoint two trustees to the Board, (being the Headteacher and Chair of Governors – or nominee)**

***** Trust appoints two governors to each of the thirteen schools.**

Under this structure, the Trustees would meet as The Penwith Education Trust at least 3 times a year.

Appendix D: Proposed Reconstituted Governing Body Structures

- C.1 The current situation of appointing Community, Local Authority and Staff Governors will be maintained. However the Governing Body will now have a minority (the minimum of two), of governors appointed by the Trust.

- C.2 Local Authority nominated governors must number at least one and be no more than four. Parent governors must be at least one third of the Governing Body. Staff governors must be at least two, but not more than one third. If there are three or more staff governors then one must be a non-teacher. Community governors must be at least two. There must be a minimum of two Foundation governors (Trust appointees) and a maximum of 45% of the Governing Body.

- C.3 The Governing Body will undergo minimum changes in order to comply with the appropriate legislation. The proposed structures are outlined below alongside the existing structures to allow a comparison.