

# **CRAWSHAW SCHOOL**

**(A SPECIALIST CENTRE FOR *HUMANITIES*)**

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## **STATUTORY PROPOSALS TO:**

**CHANGE TO CATEGORY TO FOUNDATION  
SCHOOL AND ACQUIRE A CHARITABLE TRUST**

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As set out in the School Organisation (Prescribed Alterations to  
Maintained Schools) (England) Regulations 2007

**Published: Tuesday 22 June 2010**

## 1. School details

Name	Crawshaw School ("the School")
Address	Robin Lane Pudsey Leeds LS28 9HU
Current category	Community

## 2. Proposed alterations

The Governing Body of the above School propose to make the following alterations ("the Proposals") which are prescribed alterations within the meaning of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007:

- 2.1 to change category from a Community School to a Foundation School; and
- 2.2 to acquire a Foundation established otherwise than under the School Standards and Framework Act 1998 ("the Trust");

## 3. Proposed Implementation Date

The Governing Body propose to implement the Proposals on 1 September 2010 "the Implementation Date"

## 4. Objections and comments

Within four weeks from the date of publication of these Proposals, any person may make objections, comments or representations on the Proposals by sending them to the following:

Chair of Governors

Crawshaw School, Robin Lane, Pudsey, Leeds, LS28 9HU

Please mark envelope "Statutory Proposals"

Any such objection, comments or representations must be submitted by Tuesday 20 July.

## 5. Consultation details

As part of the process to make the proposed changes the Governing Body have already undertaken a period of consultation.

- 5.1 Consultation on the Proposals was carried out between Monday 11 January 2010 to Friday 26 March 2010.
- 5.2 A copy of the consultation documents is attached at Appendix 1.

- 5.3 The consultation documents were made available to any interested person on the School's website.
- 5.4 A list of persons consulted is attached at Appendix 2.
- 5.5 The minutes of all public consultation meetings is attached at Appendix 3.
- 5.6 A summary of the views of the persons consulted is attached at Appendix 4.
- 5.7 The Governing Body followed and complied with all applicable statutory requirements and the relevant statutory guidance in relation to the consultation over the Proposals.

The Governing Body considered the responses from the consultation process at a meeting on Monday 29 March 2010 and decided to proceed to the publication of this Statutory Proposal.

## **6. Change of category from community to foundation status**

The rationale for the change of category to foundation status is to improve standards both in school and the wider community. It is believed that working in partnership as a Trust will allow us to:

Offer enhanced curriculum and learning opportunities for students, staff and the local community.

Raise aspirations and so raise standards.

Improve the life chances of our students.

Better meet the social regeneration needs of the local community.

Strengthen the leadership and ethos of the school by establishing it to form long-term sustainable partnerships.

Bring in expertise and experience from new partners as a lever to raise standards & to take existing collaboration a step further.

Strengthen the impact of our Humanities specialism.

## **7. Acquisition of the Trust**

- 7.1 The proposed name of the foundation to be acquired, which will be established otherwise than under the School Standards and Framework Act 1998, is the Crawshaw Partnership Trust
- 7.2 The rationale for acquiring the Trust is detailed in 6.2 above and in the sections below
- 7.3 The ethos the Trust will bring to the school is one where students recognise their potential, respect each other and make positive contributions to local, national and international communities.
- 7.4 The proposed initial members of the Trust will be:
  - 7.4.1 the Governing Body of Crawshaw School;
  - 7.4.2 Barnardo's; and

#### 7.4.3 Leeds United Football in the Community.

Additional members will be sought for the Trust. At this stage it is not expected that Leeds Trinity University College will become a member of the Trust although it will remain a partner.

7.5 The trustees of the Trust (who are the directors for the purposes of the Companies Acts) will comprise of

7.5.1 one trustee appointed by each member of the Trust;

7.5.2 the Headteacher of Crawshaw School;

7.5.3 up to two additional trustees appointed by the Governors of Crawshaw School;  
and

7.5.4 up to five co-optees appointed by the board of trustees of the Trust itself.

7.6 The Governing Body of the School would be made up as follows:

- 3 members would be appointed by the Trust
- At least one third would be parent governors, elected on the basis of their expertise and commitment;
- At least two and no more than one third would be members of staff (one of whom must be the head teacher);
- At least one and no more than one fifth would be appointed by the Local Authority;
- At least one tenth would be appointed from the local community;

7.7 The Trust's charitable objects are as follows:-

7.7.1 to advance the education of the pupils at any School or at any other school in respect of which the Trust acts or has acted as a foundation; it being acknowledged that in carrying out this object the Trust must (where applicable) have regard to its obligation to promote community cohesion under the Education Acts;

7.7.2 to advance and enhance the development and education of people of all ages and without distinction of race, nationality, gender, sexuality, disability or of political, religious or other opinions;

7.7.3 to provide or assist in providing facilities for recreation or other leisure-time occupations at all times of the year, including before and after school, weekends and holidays, in the interests of social welfare and in order to improve the conditions of life of the public at large;

7.7.4 to advance the health and welfare of people and their families and to assist in enabling access to education and recreational and leisure facilities..

7.8 The Trust does not currently act as a foundation for any foundation or voluntary school.

- 7.9 The Trust would meet the requirements set out in the School Organisation (Requirements as to Foundations)(England) Regulations 2007.
- 7.10 The acquisition of the Trust would contribute to the advancement of education at the School by focusing on aspects of school life where improvements can be achieved which will enhance the learning opportunities of students to improve their well-being and achievement. It will extend partnerships, putting in place long-term, sustainable arrangements which meet the particular needs of the school and its local community.
- 7.11 The acquisition of the Trust would help to raise standards at the School by drawing on the skills and expertise of external partners. If no action is taken the school cannot expand its current curriculum provision (Ofsted identified as satisfactory,) and so leaving disaffected students at risk of exclusion. Curriculum development with Leeds United will re-motivate those youngsters who find our provision de-motivating. It will also build team and leadership qualities within students. Working with Barnardo's will help the school to better understand & remove barriers to learning and address the learning needs of the most vulnerable. In order to improve Teaching & Learning, Leeds Trinity University College will develop teachers' subjects expertise, raise student aspirations, offer the school access to trainee teachers and to qualifications for teachers and associate staff, whether Masters Degrees or otherwise. In addition, standards will be further raised by strengthening the leadership of the school and Governing Body with new expertise – an area identified in the recent Ofsted report.
- 7.12 The acquisition of the Trust would contribute to cohesion in the local community of the School by offering support to various identified cohorts, in particular the vulnerable students. Working with Barnardo's will highlight the needs of young carers in particular Volunteering and enrichment opportunities for all students will contribute to cohesion in the local community of the school. Our Humanities specialism is an investment in community, whether local, national or international. Equally, identifying curriculum pathways for all students ensures that the aims of the Every Child Matters Agenda are met. The intention is to provide greater adult learning opportunities for the community and meet its social regeneration needs.
- 7.13 The Proposals would enhance the diversity of the school provision, offering the community an enhanced commitment to an excellent learning experience. It would accelerate a rise in standards within the school and community.

## **APPENDICES INDEX PAGE**

**Appendix 1 - Copy of consultation documents**

**Appendix 2 - List of persons consulted**

**Appendix 3 - Minutes of consultation meetings**

**Appendix 4 - Summary of the views of the persons consulted and responses given**

## Crawshaw School

January 2010

# Changing to Foundation School Status and Acquiring a Charitable Trust – Information Document

## Trust Schools and Governance

### The Trust

Acquiring a Trust is a voluntary decision for a school's Governing Body where there is agreement that doing so will help to raise standards and improve outcomes for students. It is up to individual schools to decide the kind of Trust that is most appropriate for them. The aim is to bring the experience, energy and expertise from other institutions and professions including Higher Education to act as a lever to raise standards, taking existing collaboration a stage further and creating more stable, sustained and long term relationships between partners.

### School Governance

Every maintained school has a governing body, which is responsible and accountable for all major decisions about the school and its future. Governors have a legal responsibility to conduct the school with a view to promoting high standards of educational achievement. They set the school's vision and strategic aims, monitor and evaluate performance, approve the school's budget and ensure the school is accountable to those it serves. In addition, they appoint the Headteacher and act as a critical friend by providing support and challenge.

Governing bodies are made up of key stakeholders:

- Parents – parent governors are elected by other parents at the school
- Staff, including the head teacher – staff governors are elected by the school staff
- The community – the governing body appoints members of the local community as community governors
- The local authority (LA) – the LA appoints one or more LA governors
- For some schools the foundation or relevant religious body appoints foundation governors

### What's different about governance in a Trust school?

The composition of the governing body is what determines the category of school. In law, a Trust School is a Foundation School supported by a charitable foundation or Trust. As such, they will enjoy all the flexibilities that come with Foundation Status – they will manage their own assets, set their own admission arrangements (operating within the law and acting in accordance with the Admissions Code) and employ their staff, while respecting the national School Teacher's Pay and Conditions Document. In community schools, the local authority carried out these functions. These freedoms mean, for example, the Trust schools can take decisions on how to manage and improve their assets or to build new buildings.

The Trust will appoint committed governors to support the school's strategic leadership. Trust governors will always form a minority as the Governing Body of each school. The Trust school's governing body will

continue to include elected parent and staff governors, as well as local authority and community governors. Acquiring a Trust does not necessarily mean a complete change of governors. Trusts will choose who they appoint to the governing body – this could be people who are members of the Trust, or employees of organisations involved in the Trust. Trusts will also be able to appoint individuals who are not associated with the Trust if the Trust thinks that they will uphold and support its aims.

The composition of a Trust school governing body, in comparison with that of a community school, will be as follows:

	Trust	Community
Local Authority Appointed	At least 1 and no more than 1/5	1/5 exactly
Parents	At least 1/3 parents with at least one elected by parents at the school	At least 1/3, all elected
Staff	At least 2 and no more than 1/3	At least 2 and no more than 1/3
Community	At least 1	At least 1/5
Trust (i.e. foundation)	Trust At least 2 and the school can choose to allow its Trust to appoint a minority or majority of governors.	None

### **What is the relationship between a Trust and a governing body?**

Setting up a Trust is not about ‘running’ or taking over schools. It is about a range of organisations supporting a school or group of schools through a charitable Trust and appointing governors to take a role on the governing body. The governing body as a whole will set the school’s strategic directions and will be accountable for the operation of all aspects of Trust schools.

Governing bodies are corporate bodies. As such, a governing body acts as a single legal person with an identity separate from its members. Responsibility for the actions and decisions of a governing body rests with the whole body rather than with individuals. As with all other maintained schools, the budget will be delegated to the governing body, not the Trust and must be spent on the school. Governing bodies as a whole and not the Trusts will be accountable for the school’s performance whilst the Headteacher remains responsible for the day to day running of the school.

Governing bodies can delegate most of their functions to committees or individuals, but the governing body remains accountable for any decisions taken and for all aspects of the conduct of the school. By contrast, the Trust will be responsible only for the conduct of its own functions, as set out in the articles of association. If enacted, legislation currently before Parliament will make Trusts charities and require them to be incorporated, either as a company limited by guarantee or, subject to successful passage of the Charities Bill, currently before Parliament, as a new type of charitable body, the Charitable Incorporated Organisation (CIO). As an incorporated body, the financial liability of members of the Trust is limited to the sum they guarantee when they join the company. However, as the trust will also be a charity, the Trustees may be held to account by the Charity Commission if they do not carry out their functions properly.

Trusts will have specific charitable objects around improving educational outcomes for all children and the advancement of community development. The charitable status means that Trusts will not be able to make a profit and so any incomes generated or received by Trust must be spent in line with its charitable objects. The specific responsibilities which will fall on Trusts are as follows:

- Trusts will hold on trust for the school for the duration of the Trust’s involvement in the school. If the schools closes, the land would usually revert to the Local Authority, except where it was originally provided by the Trust. Trust school governing bodies will have day to day control over the school premises.

- They will appoint governors (which may be members of the Trust or appointees of the Trust) – they work in the same way as the foundations for VA and VC schools and for those Foundation schools which already have a foundation. The governing body remains responsible for the conduct of the school and retains control of the budget.
- A duty will be placed on Trusts to promote community cohesion and good race relations.
- Trusts may provide services to the school or schools but any income generated may only be used for their charitable objects or purposes. Only governors who were not appointed by the trust could take part in any decisions about services the Trust might provide.
- Trusts do not need to make a financial contribution to the school. Trust schools will be funded by their local authority on exactly the same basis as other local schools.

Crawshaw School Trust Proposals  
January 2010

### A Rationale for Recommending Trust Status

The Governing Body of Crawshaw is proposing a change of school category from community school to foundation school which will acquire a Charitable Trust. This is a relatively new but increasingly popular type of school that while still being part of the Local Authority, has the opportunity to be supported by a Charitable Trust. Its aim is to help the drive for improved standards both in school and the wider community.

The specific aims of the Trust will be:

- a. To offer enhanced learning opportunities for students, staff and the local community.
- b. To raise aspirations and so raise standards.
- c. To improve the life chances of our students.
- d. To better meet the social regeneration needs of the local community.

The Governors are proposing to establish a formal partnership with Leeds Trinity University College, Barnardo's and Leeds United FC in the first instance. These organisations will be members of the Trust. We will work together to improve standards of attainment and services for students and their families in the local community.

The Governing Body will gain new powers and responsibilities. It will become the employer of all staff although existing pay and condition arrangements will be unchanged. The school will remain in the maintained sector and be subject to national pay & condition agreements. The Governing Body will also become responsible for pupil admissions but will work jointly with Education Leeds to administer the provision of pupil places within the requirements of the National Schools Admissions Code. The Trust will hold the land and capital assets in Trust for the school and the Governing Body have (as now) day to day responsibility for managing these assets. The attached Questions & Answer document gives more information on what Trust Status involves. All stakeholders will have an opportunity to comment on these proposals during the consultation period which runs from Monday 11 January to 26 February 2010. Please write to the Headteacher, email the school or attend the parent information session on Wednesday 27 January 2010, 6:00pm in the school Theatre.

The Governors will consider the outcome of the consultation and then decide on whether to publish the Statutory Proposals on changing category and acquiring a charitable trust or to remain a community school.

Further detailed information will be available shortly on our website ([www.crawshawschool.org.uk](http://www.crawshawschool.org.uk)) or via the Specialist Schools & Academies Trust website ([www.ssat.org](http://www.ssat.org))

## Trust Status - our proposed partners

1. Barnardo's
2. Leeds Trinity University College
3. Leeds United Football in the Community (LUFITC)

### Barnardo's

- Their website ([www.barnardos.org.uk](http://www.barnardos.org.uk)) states that it 'turns troubled children's lives around.' Currently there is extremely limited support for vulnerable students.
- Our Humanities Specialism needs to evidence greater impact on the community. All sorts of possibilities exist with this partnership and we will be better able to demonstrate our impact but also support the community. Examples include opportunities for students to be involved in the community ground work experience, support for Barnardo's Second Chances Programme (NEET,) Enterprise, enrichment programmes etc...
- As with all partners, we have agreed to start small and focus on 2/3 areas. With Barnardo's we will be focusing on young carers, volunteering and on Post 16 enrichment.

### Leeds Trinity University College

- **Teacher trainee placements:** placements that could support Crawshaw's delivery and provide a first-class opportunity for their students to work in a local school.
- **Professional Placement students:** Leeds Trinity provides an extra emphasis on the employability of its students through professional attachments. Many Trinity students have a wide variety of skills that can be of great assistance to Crawshaw's staff and pupils.
- **CPD:** support can be offered in developing Crawshaw staff by offering qualifications that are now becoming required of teaching and support staff.
- **Independent Learning Workshops:** Trinity's Schools and Colleges Liaison Team would be able to deliver sessions to our students either on campus or at school.
- **Subject Links:** Leeds Trinity has previously arranged very successful events that enable networking between the teaching staff of their institution and teaching staff from schools. They have seen a great deal of benefit in this and can provide some excellent members of staff that can further support Crawshaw's Humanities specialism.

### Leeds United Football in the Community (LUFITC)

- Curriculum opportunities across key stages.
- Developing school – club links
- Volunteering & coaching
- Gifted & Talented work
- Literacy & numeracy
- Carousel of provision over 30 weeks. This is called 'Speed' and involves links with cricket, rugby and football. It is aimed at students who enjoy sport, not necessarily those who are good at it. There is a cost of £40 per day! They are embarking on a pilot which could be cheaper January to July.
- Support for BTec modules
- Post 16 sport apprenticeship, not just football.
- 'Learning for Success' accreditation at bronze, silver and gold for work with communities.

## Trust Status Frequently Asked Questions

1. Q. Will Trust Status change what students learn?
  - A. *Like all maintained schools, Trust Schools teach the National Curriculum and will still be inspected by Ofsted. The school chooses partners to support its vision and priorities.*
2. Q. What would change if Crawshaw School became a Trust School?
  - A. *The school would change category to become a foundation school and acquire a Trust. This means that the school will take on two new areas of responsibility: 1) The Governing Body will be the employer of the staff rather than the local authority (LA). 2) The Governing Body will be responsible for setting admissions arrangements (in accordance with the law of the Admissions Code) The Governing Body would also continue to have day to day control of the school's land and buildings (which the Trust would hold on trust for the school)*
3. Q. How is a Trust School different from a maintained school?
  - A. *It isn't. Trust Schools are part of the family of local authority (LA) maintained schools.*
4. Q. Are Trust Schools the same as the old Grant Maintained (GM) Schools?
  - A. *No, Trust Schools remain part of the local authority family, where as GM Schools 'opted out' and were funded directly. GM Schools were allowed to select students by ability, whereas Trust Schools act in accordance with the Admissions Code and are not able to introduce any new selection by ability.*
5. Q. Is a Trust School like an Academy?
  - A. *No, Academies are state-funded schools established and managed by sponsors. They are set up with the backing of the LA but are not maintained by the LA.*
6. Q. What will happen to admissions?
  - A. *The school will set its own admissions arrangements within the same legal framework as all the other maintained schools. Trust Schools have the same duties in relation to the education of children with Special Educational Needs. There is no difference in the assessment and statementing processes. It will continue to admit students whose statements name the school and will play a full part in taking hard to place students*
7. Q. How will the school be funded?
  - A. *Trust Schools are funded on the same basis as other maintained schools, according to the LA's funding formula. They are allocated their own capital money on the same basis as other schools.*
8. Q. Will the Trust partners make a profit out of the school?

- A. *No. The school budget will go directly to the Governing Body, not the Trust. Trusts are not-for-profit charities – any income must be used to support their charitable aims.*
9. Q. Can a Trust School dispose of surplus non-playing field land?
- A. *Yes, if the Trust wants to dispose of land, it will have to consult the Governing Body of the school. If the Governing Body wants to dispose of land, it must ask the Trust to agree. In practice as the Governing Body includes Trust appointed Governors, this should be a fairly automatic process. The Trust must inform the LA of their plans to dispose of non-playing field land. LA's can object to proposals if they feel they are not in the interests of the school in the long term, or would disadvantage the wider community. Trust Schools will be able to benefit directly from the disposal of land but all proceeds must be used for capital investment in educational assets. The Trust itself will not be able to profit from any such disposals.*
10. Q. Does the Trust run the school?
- A. *No. The Trust will support the school but will not take it over or run it. The school has a Governing Body which is responsible and accountable for all major decisions about the school and its future. Governors have a legal responsibility to conduct the school with a view to promoting high standards of educational achievement. They work with the Headteacher to set the school's vision and strategic aims, monitor and evaluate performance, approve the school's budget and ensure that the school is accountable to those who it serves.*
11. Q. Will the role of the Governing Body change?
- A. *No. A Trust School Governing Body will continue to include parents and staff, governors from the community and LA, as well as the governors that the Trust appoints.*
12. Q. What if something goes wrong?
- A. *Acquiring a Trust is a permanent relationship but there is a process to remove the Trust if the school fails or if there is real dissatisfaction at the Trust's performance. There are also safeguards to prevent unsuitable organisations from forming a Trust for a school in order to ensure that a Trust can be removed if there are serious problems.*

## Trust Status – General Information

Governors will know that the Government is encouraging innovative models of collaboration in order to raise standards. There are various models from soft to hard federations and single / shared Trusts are just an example of this. Education Leeds supports such innovation and recognises that no one model can suit all schools.

As for Trust Schools, in March 2009 there were 135 established Trusts with 432 working towards trust status. In July 2009 this rose to 484 on the program and a further 119 schools have applied to join the programme. Clearly this is not a reason to become a Trust School, but it just indicates the huge expansion. The reason for this is because Trust Schools, they and I believe, add momentum and formalised collaborative working has resulted in a rise in attainment.

The model I am advocating for Crawshaw School is based on its particular need. We urgently need to develop exciting curriculum links that will engage our students. The Diploma does not meet their needs – it is aimed at more academic students.

The Expression of Interest and the focus of the Trust would be on one aspect, the curriculum. That would be the limit of its remit. It is important to add that changes to the Expression of Interest that you have received, are expected. Partners evolve through discussions and I have spent a great deal of time in deciding what would work specifically for our students. As you have seen with some of the detail I have given you, we will start with a tight, narrow focus but the potential for effective growth is there. It is also worth mentioning that both Priesthorpe and Grangefield Schools have agreed to link the Consortium curriculum work to our Trust. The benefits will extend to them and the proposal is more attractive to our partners because of this. That can only enhance the effectiveness of the Consortium which is already seen as a model of good practice.

## Why Trust Status?

1. Raising standards by formalizing and embedding partnerships.
2. An opportunity to move beyond the ad-hoc and to extend the partnerships, through a Trust, to put into place long-term, sustainable arrangements which meet the particular needs of Crawshaw. Crawshaw has suffered greatly through instability. The creation of a Trust of robust, legal structures, ensures sustainability beyond the personal relationships, depending on time and place that so often limit partnerships in the community schools.
3. An opportunity to inject fresh ideas, energy and drive into the curriculum.
4. Strengthening collaboration
5. Drawing on skills and expertise of external partners.
6. Greater capacity to raise standards, e.g. using a university to raise aspirations and develop strategies for engaging more students in higher education.

7. Support the Every Child Matters and inclusion agenda by personalizing learning e.g. LUFC, Barnardo's and Work Related Learning.
8. Teachers benefit from the experience and expertise of trust members, sharing best practice, attending joint training sessions etc.
9. Specifically at Crawshaw to improve the curriculum, enhance progression
10. Strengthening Governance – forming a trust offers Governors better opportunities for strengthening the GB with external expertise. For example, businesses are more likely to offer personnel & finance expertise to a trust member than to a single school.

## APPENDIX 1.6

### The Consultation Process

#### Parents

- Initial letter to inform of consultation including FAQs sent to all (what it means, how to comment, date of information session) (18.01.10)
- Initial letter and FAQ documents (condensed and complete) posted to school website homepage.
- Reference and link to SSAT website posted to school homepage.
- 27.01.10, 6:00pm - Parent Information Session
- Letter to parents informing of extension of consultation period to 26 March and reminding of how to comment (26.02.10)
- Update on website with link to the 'Our Proposed Partners' document (12.03.10)

#### Staff

- Email to all staff with 'Trust Schools Toolkit' attached. Preliminary information in advance of notification of consultation period. (07.12.09)
- Memo to all staff (via pigeon holes) confirming commencement of 6 week consultation period up until Friday 26 February. Notified staff of staff meeting on 14.01.10. (18.12.09)
- 14.01.10 - Staff Meeting took place. Andrew Lagden presented about Trusts (unions in attendance)
- Email to all staff re Partners Meeting planned for 09.02.10. (02.02.10)
- 09.02.10 – Partners Meeting took place. All 3 partners presented and took questions (unions in attendance)
- Email to all staff with 'Our Proposed Partners' document.

#### Other parties

- Initial letter giving notice of motion for resolution to consult on Trust Status sent to Paul Rogerson (Chief Executive, Leeds City Council,) Chris Edwards (Chief Executive, Education Leeds) (22.10.09)
- Letter to above parties notifying of Governing Body vote to move to formal stage of consultation (06.11.09)
- Letter to Paul Truswell MP, Councillors Coulson, Lewis & Jarosz notifying of consultation, information session etc.
- Ray Agar attended Parent Information Session on 27.01.10 on behalf of Paul Truswell MP.
- Family of Schools meeting: initial email to Family by Liz Hardaker on behalf of school.
- Email to Family of Schools re extension of consultation period following previous mention of process by Headteacher at Family meetings.
- Governors – regular updates at meetings (evidenced in minutes)
- Attendance by a Parent Governor at SSAT Networking Event.

#### Unions

- Initial letter to unions (inc Unison for Associate Staff) re proposed change of category and notification of consultation period (12.01.10)
- Invitation to staff meetings.
- Unions were consulted throughout, however, it was requested by NASUWT and NUT that all details that had gone to unions, staff, parents and other parties throughout the consultation period be collated and posted to them. Headteacher's PA undertook this task and copies of all requested paperwork / emails / evidence of consultation were posted to unions as requested. (completed w/b 01.03.10)

## **APPENDIX 2**

### **(List of Consultees)**

The following groups were included in the consultation process and/or shall be sent details of these proposals:

- All staff - teaching and associate staff currently employed at the School
- All parents and carers of the pupils currently on role at the School
- Governors
- The Local Authority
- Teacher Unions
- Trade Unions representing associate staff
- Other schools (via Pudsey Family of Schools)
- Local Education Authorities which may be affected
- Local member of Parliament and serving local Councillors
- Specialist Schools & Academies Trust
- Department for Children School and Families
- User groups of school facilities
- Any other person whom the Governing Body thinks appropriate

In particular meetings were held with the following groups of stakeholders:

- Potential Trust Partners
- School staff (All staff met the proposed partners so that they could ask questions and learn more details of how we could work together.)
- Parents
- Union representatives
- Members of the Community in which the School is situated

## **APPENDIX 3.1**

### **Minutes of Consultation Meeting: All school staff & respective union representatives Thursday 14 January 2010 (3:15) Staff & Union Meeting ( NASUWT, NUT, ATL representatives in attendance) Crawshaw School Theatre**

Joanna Ruse introduced the Governing Body's intention to consult on Trust Status. Andrew Lagden gave an introductory session about Trust Status (including presentation for which handouts were made available). Questions were asked and answered regarding what Trust Status means, what can change and what are the differences between an Academy and a Trust. It was highlighted that through Trust Status, money can be applied for that could not be in normal circumstances, for example Lottery funding. Specific questions were asked regarding teachers pay & conditions and reassurances given that pay & conditions are statutory and would not be affected. Unions raised the point about specific policies that are made by Education Leeds, and whether they would remain as an agreement. The response was that people in the past have been given more than their entitlement (especially where personal circumstances are concerned).

### **Minutes of Consultation Meeting : All parents and members of the local community Wednesday 27 January 2010 Parent / Community Information Session Crawshaw School Theatre**

Joanna Ruse & Andrew Lagden gave a presentation about what Trust Status is, how it can impact on the school etc, taking questions from parents & community members. Clarity was given in answer to questions by those present regarding what additionality Trust Status would offer to Crawshaw Students. Specific questions were asked around the benefits for Leeds United FC. It was explained that through the Trust, special partnership work would be possible and that the Trust would create a closer working relationship between the school and Leeds United. It was also noted that the school could be involved in bids to raise money for the benefit of students, for example curriculum courses.

### **Minutes of Consultation Meeting: All school staff & respective union representatives Tuesday 9 February 2010 (1:30) Staff & Union Meeting Crawshaw School Theatre**

Jane Clifton (Barnardo's), Alan Scorfield (LUFITC), Rob Rattray & Lucy Wright (Trinity) attended to present their aims for the Trust and how their respective organisations can benefit the school (students and staff). Each party gave specifics regarding the way that the school can work with them: Barnardo's talked about volunteering opportunities that could be made available to the school and community, as well as work that could be done with young carers. Leeds United gave details of courses that would be available to engage and motivate students, not only through sport, to develop leadership skills, confidence and self esteem. Trinity presented on agreed areas of joint work. These include teacher trainee placements at Crawshaw, CPD opportunities / qualifications available to Crawshaw staff, independent learning workshops, subject links and access to college facilities.

## APPENDIX 4

### (Summary of consultation responses)

A local Councillor and Governing Body Member stated that the Local Authority did not receive formal notice of the School's decision to consider Trust Status. The School quoted two letters, dated 22 October 2009 and 6 November 2009 respectively, both sent to the Chief Executives of Leeds City Council and Education Leeds. This first letter was sent to give formal notice of the motion to consult about proposals to change category from community to foundation. The second letter gave notice of the Governor's decision to proceed to formal consultation on Trust Status. This was subsequently queried and a reply received, apologising and confirming that the necessary notice was received.

Union representatives sought reassurances around terms & conditions, the use of any extra funding and the role of Catholic partners in curriculum development. They questioned the motives of the Government supporting the development of Trusts with devolved funding and did not want perceived additional targets or pressure on staff. They stated that unions oppose Trust Status. They requested more details of proposals and an extension to the length of the consultation process. Both requests were granted. The school was thanked for inviting the unions to consultation meetings for both teaching and associate staff. They have requested further discussions which will continue.

At the parents' consultation meeting, 2 parents came and asked questions about the partners. They could see immediate value in the link with a college / university and with Barnardo's. Leeds United FC attended and parents wanted reassurances regarding the extra value that the school would receive as part of a Trust partner compared to the usual arrangements with schools.

Other parents wrote to the school. We received two responses. One parent was concerned about the impact on children with special needs. The other parent was worried that governance would be beyond democratic control, that Foundation Schools should lead to divisions within the Local Authority, admission problems, the terms & conditions of teachers, an outside body possibly controlling land and the possible influence of religious interference. The parent questioned whether failings at NHS Foundation Trusts could indicate that outcomes would not always improve as the focus would be on the Trust, not on core responsibilities. Finally, the parent would prefer to see all three Confederation schools in a Pudsey partnership.

The following issues were raised on behalf of staff:

Under a trust will the current Pay and Conditions of teaching staff be preserved? This relates to the 'Blue Book', 'Brown Book' and LEA local agreements, e.g. sick leave entitlements for long serving staff and teachers pensions.

Will teaching staff have the lost hour of contact time returned, will there be continuity with the current arrangement or will we move to more contact hours?

How will extra funding, gained through our trust status, be transferred over to departments?

Are there any promises of extra funding or is this purely speculation?

What level of involvement will the Catholic partners have in Curriculum developments? Some staff are concerned about the influence a religious institution could have.

The response was:

With regard to contact time, that has nothing to do with the Trust. The school will continue to be run by the Governing Body and the Headteacher. There is no involvement of the Trust in the management of the school. As mentioned in the past, it is not possible to predict whether or not future years will see continuity of the current contact arrangements. The school's financial situation will determine the levels of staffing.

Equally, any extra funding raised by the Trust does not go into departments. Funding priorities will be determined by the Governors as is currently the case. Extra funding is not purely speculative nor is it a promise. Access to additional funds exists, however we have yet to apply for them and we can also apply

for Lottery funding. There are no guarantees ever with such bids. It is however worth pointing out that other Trusts have accessed such funds and also made savings through the flexibilities that Trust Status offers. I refer here to economies of scale.

Lastly, just as with other school matters, no religious institution can exert an influence on the curriculum. That is often the case for Academies, not Trusts