



The Pinnacle Trust
Continuity through Partnership

COMPLETE PROPOSAL DOCUMENT

FEBRUARY 2011

1 Background

The respective Governing Bodies of each of the following schools

- Laburnum Lower School (a Community School), Laburnum Road, Sandy, Bedfordshire SG19 1HQ
- Maple Tree Lower School, (a Community School), Hawk Drive, Sandy, Bedfordshire SG19 2WA
- Potton Lower School, (a Community School), Everton Road, Potton, Sandy, Bedfordshire SG19 2PB
- Robert Peel Lower School, (a Community School), Dapifer Drive, Sandy, Bedfordshire SG19 1QJ
- Sandy Upper School, (a Community School), Engayne Avenue, Sandy SG19 1BL

individually propose on behalf of their respective schools to make the following prescribed alteration to their respective schools:

- a change of category from Community schools to Foundation school (being an alteration prescribed in clause 2(a)(i) of Regulation 3 of the School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007);

The respective Governing Bodies of each of the following schools

- Laburnum Lower School (a Community School), Laburnum Road, Sandy, Bedfordshire SG19 1HQ
- Maple Tree Lower School, (a Community School), Hawk Drive, Sandy, Bedfordshire SG19 2WA
- Potton Lower School, (a Community School), Everton Road, Potton, Sandy, Bedfordshire SG19 2PB

- Robert Peel Lower School, (a Community School), Dapifer Drive, Sandy, Bedfordshire SG19 1QJ
- Sandy Upper School, (a Community School), Engayne Avenue, Sandy SG19 1BL
- Moggerhanger Lower School (a Foundation School) of Blunham Road, Moggerhanger, Bedfordshire MK44 3RD

individually propose on behalf of their respective schools to make the following prescribed alteration to their respective schools:

- the acquisition of a foundation established otherwise than under the School Standards and Framework Act 1998 known as the Pinnacle Trust (being an alteration prescribed in clause 2(b) of Regulation 3 of the School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007).

The proposed implementation date for the above proposed alterations is 26th April 2011.

Objections and/or comments

Within four weeks from the date of the publication of this proposal, any person may object to, or make comments on, the proposal by sending them to any of the Chairs of Governors of any of the schools listed above, or via email, at the following addresses:-

- *the Governing Body of Sandy Upper School, c/o the Clerk to the Governors, Sandy Upper School, Engayne Avenue, Sandy, Beds, SG1 1BL*
- *the Governing Body of Potton Lower School, c/o the clerk to the governors, Potton Lower School, Everton Road, Potton, Bedfordshire SG19 2PB*
- *the Governing Body of Maple Tree Lower School c/o the clerk to the governors, Maple Tree Lower School, Hawk Drive, Sandy, Bedfordshire SG19 2WA*
- *the Governing body of Laburnum Lower School c/o clerk to the Governors, Laburnum Lower School ,Laburnum Road, Sandy, Bedfordshire SG19 1HQ*
- *the Governing body of Robert Peel Lower School, c/o clerk to the Governors, Robert Peel Lower school, Dapifer Drive, Sandy, Bedfordshire SG19 1QJ*

- *the Governing body of Moggerhanger Lower School, c/o clerk to the Governors, Moggerhanger Lower School, Blunham Road, Moggerhanger, Bedfordshire, MK44 3RD*

All objections and comment must be received by 5pm on Friday 18th March 2011.

2 CONSULTATION

The Schools carried out consultation regarding the above proposed changes with their stakeholders during the period **11 October 2010 to November 14th 2010**.

The Governing Bodies have complied with all the appropriate statutory requirements in relation to the proposal to consult.

As part of the consultation process, the Schools have consulted with the following:

- Central Bedfordshire Council, Bedford Borough Council and Cambridgeshire County Council
- District or Parish Councils
- Families of students at each school
- Families of students at any other school which might be affected by the proposals including feeder primary schools (Sutton, Lower Willington Lower, Wrestlingworth Lower Gamlingay Middle, Blunham Lower School
- Current students
- Students at any other school which might be affected by the proposals including feeder primary schools (Sutton, Lower Willington Lower, Gamlingay Middle, Blunham Lower School
- Teachers and other staff
- The Governing body , Head Teacher, teachers and staff of each school within the area and especially those who might be affected Everton Lower, Laburnum Lower, Maple Tree Lower, Moggerhanger Lower, Potton Lower, Robert Peel Lower, Burgoyne Middle, Sandy Upper, John Donne Lower, St Swithuns Lower, Alban Middle, Sandye Place Middle
- Trade Unions who represent staff at the schools
- Trade Unions who represent staff at any school which might be affected by the proposals NASUWT, NUT, Unison, NAHT,ALT,GMB
- The Parent Teacher Associations
- The Local Voluntary Aided Schools Wrestlingworth Lower
- Trustees of the St Alban's Diocesan Education Committee
- Young People's Learning Agency, Central Bedfordshire Council
- Members of Parliament of the local constituency and those MPs for neighbouring constituencies Alistair Burt MP

- Any other interested party
- Any other persons who the Governing Bodies think appropriate (Sandye Pre School, Maple Tree Kids Club, Mini Explorers, Toybox Day Nursery).

A pamphlet containing a summary of the documentation was sent to all stakeholders detailing the proposal and how to obtain more details. Paper copies of the consultation documentation were made available from the school. In addition to the paper copies, all documents are available from the schools websites.

See Appendix 1

Information and consultation meetings were held with stakeholders on:

- | | | |
|----------------------------|-----------|-------------------|
| • November 1 st | Afternoon | Staff |
| | Evening | Parents/community |
| • November 2 nd | Morning | Student councils |

Minutes of the meeting with parents and community are attached
See **Appendix 2**

The Governing Bodies of each of the schools represented have separately met and discussed the proposals and the results of the consultation.

Parents and Carers

Parents and carers seem to be generally supportive of the proposal although engagement in the consultation process has been low.

Staff

The Lower, Middle and Upper Schools, in discussions with their Head Teachers, are supportive of the proposal and can see the benefits the proposed Trust could provide to their community.

Pupils

The pupil consultation with the respective school councils was very positive.

Other schools and wider stakeholder groups

- Sandye Place Middle School is very supportive and, if the Schools become Trust schools, would like to become an Associate Member once its applications for academy status has been decided.
- Burgoyne Middle School has just appointed a new Head Teacher so will decide whether to become a Trust school and possibly join this Trust later, after consultation.

The discussions with wider stakeholder groups have been generally positive but responses to the consultation have been relatively low. Such a low response is however very common in consultations such as these.

The response to the range of partners has been generally positive, and the vision in line with current expectations of stakeholders. The minority model for trustees on the Governing Bodies has been positively received.

The results of the consultation process are contained within the document 'Consultation Response', which has been reported back to each governing body. This document, along with the minutes of the governing body meeting, has been made public via each school's internet site. A copy is Appendixd to this document and a limited number of paper copies will also be available on request

See Appendix 3

3 VISION AND VALUES

The Governing Bodies of the above Schools are therefore proposing to establish, through the Trust, a formal mutual partnership with a number of community groups and institutions.

The Trust will bring together:

- The Schools
- NHS Bedfordshire
- Kier
- Marshalls
- Royal Society for the Protection of Birds
- Shuttleworth College
- University of Bedfordshire
- Youth Sport Trust

The first stage is for the individual schools, other than Moggerhanger Lower, to become **Foundations Schools. As Moggerhanger Lower is already a Foundation School, it is not consulting upon this aspect of the proposal.**

The Governing Bodies would assume new responsibilities, including responsibility for the employment of staff and the admission of pupils and students to the school. They would also have the day to day responsibility for managing the assets of their particular school, though the land and assets themselves would be held in trust by the Pinnacle Trust. This overall pattern would enable to Governing Bodies to plan a broad strategy for the combined schools, and manage costs more effectively, as well as educational benefits (for example in professional development).

The move to foundation status would increase parental choice in the area. There would be a mixture of community schools (eg Burgoyne Middle School), academies (eg Sandye Place and Alban), and Voluntary Aided Schools (eg John Donne Lower for parents to choose between when selecting a school for their child.

Becoming **Trust schools** would be the next stage in our development. The new Department of Education arrangements provide us with a unique opportunity to be supported by a Charitable Trust set up to help drive improved standards both in school and the wider educational community, with the constituent partners working together to improve further standards of attainment and services for students and their families in the local community. The Trust would have an ethos of co-operation. It would empower learners and the community to achieve the aim of raising achievement and expectations of learning. The Trust would be a vehicle which helps cement the working relations of the Sandy and Potton area communities. It could achieve this through economies of scale in areas such as asset management and administration.

The vision for the Schools is as follows:-

‘One community, one education, through different locations’

We would aim for an excellent education, promoting and celebrating success for all. The key words are ***continuity*** and ***partnership***.

It is our joint aim for this education to be:-

- Academically challenging and vocationally appropriate for the 21st century
- Effective and efficient
- Professionally challenging for both its staff and governors
- Responsive to community and sensitive to local and national priorities

This education would also:-

- Ensure seamless transition
- Target lifelong learning
- Promote well-being
- Seek high quality provision and outcomes

This vision would be the driving force for the Trust and for each school. This would also involve local and national partners who would be intimately involved with the school communities and their vision.

All parties in the proposed Trust would have a shared interest in developing a range of services and activities to support the Pinnacle Trust. The Trust would support, commission and provide a strategic direction and enhance provision of local services which could include work across a range of themes, including:

- academic fulfilment
- vocational education
- personal well being.

The values we all aim to share are :-

- **Self-help:** people help each other whilst helping themselves by working together for mutual benefit.
- **Self-responsibility:** individuals act responsibly and play a full part in the organisation.
- **Listening to one another:** all would be heard and listened to.
- **Equity:** members would be treated justly and fairly.
- **Community:** members would support each other.

We believe in the ethical values of:

- Honesty.
- Openness.
- Social responsibility.
- Caring for others.

These values would underpin all that we do and would help us further raise standards in all aspects of school life and be a powerful motivator for improvement at the heart of our community. The Trust would ensure a stable platform on which to build partnerships and continue to develop to address the changing needs of our community.

4 THE OBJECTIVES OF THE TRUST

The principle Objects of the Trust would be:

- The advancement of education; and
- The promotion of community cohesion.

The Trust would achieve these Objects through supporting the Schools in further raising aspirations, expectations and standards for children and benefit the schools and community.

The Trust would support each school in fostering and strengthening collaboration and in so doing would have an impact on community cohesion and support a wider access to a range of curriculum opportunities. The Trust would enable those who are directly involved in the school, such as parents/carers, staff and learners, to become engaged in its long-term strategic direction. We believe that this level of engagement is essential if we are going to achieve our vision for

education in the community so that stakeholders increasingly see ‘our’ schools as ‘their’ schools.

The Trust would bring partners together in order to develop the range of services/activities necessary to support the community and provide a strategic direction and enhance provision of local services which could include work across a range of themes.

5 TRUST MEMBERS CONTRIBUTION TO THE TRUST

<p>NHS Bedfordshire (working for a healthier Bedfordshire)</p> <p>www.bedfordshire.co.uk (Would nominate one trustee to sit on the Trust Board)</p>	<ul style="list-style-type: none"> • Curriculum support • Guidance in developing students’ maturity and well being. • Guidance in equipping children and young people with the skills and knowledge to make informed healthy life choices.
<p>Kier (the construction, development and service group)</p> <p>www.kier.co.uk (Would nominate one trustee to sit on the Trust Board)</p>	<ul style="list-style-type: none"> • Support for local employer engagement. • Curriculum support in Science, Technology, Engineering and Maths. • Curriculum support on environmental issues.
<p>Marshalls (landscape transformation)</p> <p>www.marshalls.co.uk (Would nominate one trustee to sit on the Trust Board)</p>	<ul style="list-style-type: none"> • Support for local employer engagement. • Curriculum support in Science, Technology, Engineering and Maths.
<p>RSPB (nature’s voice)</p> <p>www.rspb.org.uk</p> <p>(Would nominate one trustee to sit on the Trust Board)</p>	<ul style="list-style-type: none"> • Support in creating learning • Curriculum support on environmental issues. • Guidance in developing students as independent learners.

<p>Shuttleworth College (specialist further education college) www.shuttleworth.ac.uk (Would nominate one trustee to sit on the Trust Board)</p>	<ul style="list-style-type: none"> • Guidance in developing students as independent learners. • Build on the existing relationships to demonstrate a value for further and higher education and training. • Support for cross curricular links and personalised curriculum. • Support for adult and family learning programmes.
<p>University of Bedfordshire (higher education) www.beds.ac.uk (Would nominate one trustee to sit on the Trust Board)</p>	<ul style="list-style-type: none"> • Curriculum support • Guidance in developing students as independent learners. • Build on the existing relationships to demonstrate a value for further and higher education and training. • Support for cross curricular links and personalised curriculum. • Support for adult and family learning programmes.
<p>Youth Sport Trust (building up young people through PE and sport) www.youthsporttrust.org (Would nominate one trustee to sit on the Trust Board)</p>	<ul style="list-style-type: none"> • Curriculum support • Guidance in developing students as independent learners. • Guidance in developing students' maturity and well being. • Guidance in equipping children and young people with the skills and knowledge to make informed healthy life choices.

6 HOW THE PINNACLE TRUST WOULD BE COMPOSED

The Trust would be made up from the following invited stakeholder groups who would all bring unique and valued contributions to the objectives of the Trust.

Partners/Members

The Proposed Partnership Trust Members, each of whom can appoint one trustee to the Board of Trustees, would be:

- NHS Bedfordshire
- Kier
- Marshalls
- Royal Society for the Protection of Birds
- Shuttleworth College
- University of Bedfordshire
- Youth Sport Trust

In addition, each of the schools would be a Trust Partner

Trustees

Within the Trust, the Board of Trustees would compose

- One trustee, appointed by each Partner above.
- One trustee from each school. This Trustee could be either a Head Teacher or a Governor.
- Two trustees elected from the Stakeholder Group

The Chair of each meeting would rotate between the Head Teachers who are Trustees

In addition, it is proposed that Sandye Place and Alban Middle School be 'Associate Members' with the right to attend and speak at meetings, but not have the right to appoint any Trustee to the Board of Trustees. They would also have the right to send the Head and Chair of each school to attend and speak at meetings of the Executive.

Additional Partners

As the Trust develops its work in the long term, it may be appropriate to consider additional partnerships. There would be a process involving existing Trustees to ensure that any future partner would comply fully with the vision, values and aims of the Trust.

The Executive

This would be a sub committee of the Trust, and would consist of the Head and Chair of each Trust School, plus the Head and Chair of the Associate Member schools.

This group would drive initiatives and proposals. Individual initiatives would be carried out by individual schools and reported back to this group.

The Executive would report back to and be accountable to the Trustees for the fulfilment of the Trust vision.

Stakeholder Group

This Stakeholder Group would elect two trustees directly from its constituent parts (parents, students, staff etc.).

The Stakeholder Group would be made up from the following constituency groups:

academic staff, support staff, pupils, parents and community.

Since this is a combined trust of schools representing three tiers, this would be composed as follows:-

Academic Staff One representative elected from the Lower Schools
One from the Middle Schools
One from the Upper School

Support Staff As above – one from each tier

Pupils One representative from the Middle Schools
One representative from the Upper School

Parents One representative from the Lower Schools
One representative from the Middle Schools
One representative from the Upper School

Community Three representatives

The Stakeholder Group would

- receive minutes from the Trust meetings
- debate issues of Trust strategy
- elect two members from their group as a **Trustee** who for a period of three years represents the views of the Stakeholder Group on the Board of Trustees.

Individual School Governing Bodies

The format of each individual school's governing body would broadly remain the same, but the Pinnacle Trust will appoint two extra Governors to each Governing Body and, in the case of Potton Lower, Robert Peel and Laburnum Lower Schools an extra Parent Governor would be elected to comply with the rules regarding school Governing Bodies to ensure that parents still made up at least one-third of each school's Governing Body.

7 HOW THE TRUST WOULD WORK

The Pinnacle Trust would be a charity, meeting the legal and other requirements as set out by the Department for Education. It would carry out its duties in relation to schools specifically by appointing a minority of the Governors of the Governing Body and by holding the land and assets of the schools on trust for the respective schools.

The Trust would be registered as a company with Companies House. The Charities Commission would regulate its activities (as with all charities).

By acquiring the Trust, the Schools would have a foundation established otherwise than under the School Standards and Framework Act 1998. The Trust does not already act as the foundation for any other schools. The requirements set out in the Foundation Regulations would be met.

Trustees would not be able to derive any personal profit from the Trust, but the Trust might become an employer if it provided and commissioned services directly to the Schools. Any income generated by the Trust must only be used to support its charitable aims. The Trust would not seek to alter the characteristics of any of the School and would not seek to change the character (religious or otherwise) of any of the Schools.

The Trust would meet a minimum of three times a year (coordinated with school governance as required). The Trustees would be selected by the Trust member organisations as outlined above and checked by the Governing Bodies to ensure that they comply with Department of Education legislation. This screening process may include a Criminal Records Bureau (CRB) check if the activities of the Trust are sufficient to permit a CRB check to be carried out. The Chair of the Trust would be elected from the Trustees and would always be one of the Head Teachers of the Schools.

The principle objectives of the Trust would aim to build on the current successes of Schools. It would help us raise standards further by bringing together community aspirations and expectations for children and young people through valuing education and training. It would aim to make a direct contribution to raising attainment, improving economic and physical well being and improving the aspirations of the Schools' students.

8 COMPOSITION OF THE GOVERNING BODIES

Present Governor Classification	Number	Proposed Governor Classification	Number
Maple Tree		Parent	5
Parent	5	Community	3
Community	3	Staff	3
Staff	3	Local Authority	3
Local Authority	3	Trust Governors	2
Total	14	Total	16
Potton Lower		Parent	5
Parent	4	Community	3
Community	3	Staff	3
Staff	3	Local Authority	2
Local Authority	2	Trust Governors	2
Total	12	Total	15
Robert Peel		Parent	5
Parent	4	Community	3
Community	3	Staff	3
Staff	3	Local Authority	2
Local Authority	2	Trust Governors	2
Total	12	Total	15
Laburnum		Parent	5
Parent	4	Community	3
Community	3	Staff	3
Staff	3	Local Authority	2
Local Authority	2	Trust Governors	2
Total	12	Total	15
Moggerhanger		Parent	4
Parent	4	Community	1
Community	1	Staff	2
Staff	2	Local Authority	1
Local Authority	1	Partnership	2
Partnership	2	Trust Governors	2
Total	10	Total	12
Sandy Upper		Parent	6
Parent	6	Community	4
Community	4	Staff	4
Staff	4	Local Authority	3
Local Authority	3	Trust Governors	2
Total	17	Total	19

Appendix One



The Pinnacle Trust

Continuity through Partnership

11th October 2010

«AddressBlock»: see attached

Dear Colleague

School change of category to a foundation school and acquire a foundation (Trust) status

I am writing to inform you that the governing bodies of Maple Tree, Moggerhanger Lower, Pottton Lower, Robert Peel Lower, Laburnum Lower, Everton Lower, Burgoyne Middle, and Sandy Upper Schools are proposing to become foundation schools and acquire a Trust with 1st April 2011 as the implementation date.

I am confirming that, if the proposals come into effect, the employer of your members would cease to be Central Bedfordshire Council and would, from that date, become the governing bodies of Maple Tree, Moggerhanger Lower, Pottton Lower, Robert Peel Lower, Laburnum Lower, Everton Lower, Burgoyne Middle, and Sandy Upper Schools respectively.

Sandye Place Middle School has agreed to support and participate in cross phase activities as an associate member of The Pinnacle Trust.

The Governing Body of each school would continue to run the school and be responsible for its performance, but above this group of schools would be the ***Pinnacle Trust***. This Trust would be responsible for the overall direction of the Trust Schools and would be represented on each governing body.

There are other Church of England Schools which are interested in joining the Pinnacle Trust, but, because they are voluntary aided schools, these could only legally be Associate Members. This means that they could be involved in the Trust but could not become Trust schools themselves. However the schools also wish to consult, since they believe that, since many of their pupils proceed to Sandy Upper School, there could be many advantages in working together to form and share a Trust. These Schools are: John Donne Lower School, St Swithuns Lower School and Alban Middle School.

The governing bodies would ensure that the terms and conditions of employment would be no less favourable than those currently enjoyed. The governing bodies have no further proposals at present with regard to this transfer.

If you have any comments you wish to make please contact me within two weeks of receipt of this letter

Yours sincerely

Stephen Smith (Project Manager) For and on behalf the following Chairs of Governors

Nigel Aldis (Maple Tree Lower School)
Jo Parish (Moggerhanger Lower School)
Alison Kitchener (Pottton Lower School)
Julie Warriner (Robert Peel Lower School)
Christina Costin-Webb (Laburnum Lower School)
Ed Jones (Everton Lower School)
Emma Morris (Burgoyne Middle School)
Richard Banks (Sandy Upper School)

NASUWT
National Association of Schoolmasters Union of
Women Teachers,
5 King Street
London
WC2E 8SD

NUT
National Union of Teachers,
Hamilton House
Mabledon Place
London
WC1H 9BD

ATL
Association of Teachers and Lecturers,
7 Nothumberland Street
London
WC2N 5RD

GMB
22/24 Worpole Road
London
SW19 4DD

UNISON
1 Mabledon Place
London
WC1H 9AJ

NAHT
National Association of Head Teachers,
Heath Square
Boltro Road
Haywards Heath
West Sussex
RH16 1BL

Central Bedfordshire Council,
Priory House
Monks Walk
Chicksands
Shefford
SG17 5TQ

Bedford Borough Council,
Borough Hall
Cauldwell St
Bedford
MK42 9AP

Sandy Pre-school
Park Road
Sandy
SG19 2QX

Alistair Burt MP
House of Commons
London
SW1A 0AA

Sandy Town Council,
Council Offices
10 Cambridge Road
Sandy
SG19 1JE

St Albans Diocesan Education Committee
Diocese of St Albans,
Holywell Lodge
41 Holywell Hill
St Albans
AL1 1HE

Mrs Janet Pibworth
Headteacher,
Laburnum Lower School
Laburnum Road
Sandy
SG19 1HQ

Mr Paul Marshall
Headteacher,
Moggerhanger Lower School
Blunham Road
Moggerhanger
MK44 3RD

Mrs Pauline Duncombe
Headteacher,
Maple Tree Lower School
Hawk Drive
Sandy
SG19 2WA

Mr David Saunders
Headteacher,
Robert Peel Lower School
Dapifer Drive
Sandy
SG19 1QJ

Mrs Moya Whitehead
Headteacher,
St Swithun's Lower School
Ivel Road
Sandy
SG19 1AX

Mr David Stevinson
Sandy Upper School,
Engayne Avenue
Sandy
SG19 1BL

Appendix Two



The Pinnacle Trust

Continuity through Partnership

1st NOVEMBER 2010
At 7.30pm
Sandy Upper School
Theatre Hall

Item	Speaker
1. Welcome	David Stevinson
2. The Business of the Trust	Stephen Smith
3. The Lower Schools View	Janice Pibworth
4. The Middle Schools View	Peter Teague
5. The Upper Schools View	David Stevinson
6. Questions and Answers	All



The Pinnacle Trust

Continuity through Partnership

Minutes

A Public Consultation meeting of the held at Sandy Upper School on Monday 1st November 2010 at 7.30pm.

Present: Representing the proposed Pinnacle Trust

Stephen Smith	Project Manager
Peter Teague	Sandye Place
Pauline Duncombe	Maple Tree
David Stevinson	Sandy Upper
Janice Pibworth	Laburnum
Alison Kitchener	Potton Lower Governor
Members of the Public:	24 in attendance

Item

1. Welcome

- 1.1. Mr David Stevinson opened the meeting at 7.30pm.
- 1.2. Introductions were made and the agenda was explained.
- 1.3. Questions and answer would be taken after each presentation

2. The Business of the Trust

- 2.1. Mr Stephen Smith gave a presentation to the group, giving the background, how the trust would work, what would stay the same, what would change, who the proposed members would be and how we could work in partnership with the others.
- 2.2. Mr Smith outlined what this would mean for parents and pupils.
- 2.3. Mr Smith explained the vision statement and what this would mean for all stakeholders
- 2.4. The consultation process was explained in detail and the list of consultees was highlighted.

3. The Lower School View

- 3.1. Janice Pibworth spoke on behalf of all the lower schools involved in the consultation process
- 3.2. The benefits of the trust, the views of the governing bodies, staff and pupils were presented.
- 3.3. The concerns that all the stakeholders have was highlighted in Mrs Pibworth's presentation

4. The Middle School View

- 4.1 Mr Teague gave a presentation on behalf of the middle schools and the advantages of the trust in all-through education.
- 4.1 He explained that Sandye Place had resolved to embark on formal consultation in order that Sandye Place could explore further Academy status.
- 4.2 Assurances were given that if Sandye Place did become an academy, they would still remain committed to the process and would be a key member of the trust, as an associate member.
- 4.3 Mr Teague explained that there is a moral duty to the stakeholders in the community from all members and Sandye Place would remain committed to this moral duty.

5 The Upper School Views

- 6 David Stevinson gave a presentation on behalf of the upper school and how the Pinnacle Trust will have a positive impact on students.

7 Questions and Answers

- 7.1 Questions were raised, including
 - partner representation
 - a key player's involvement (i.e.) Sandye Place
 - the level and power of the Trust.
 - economy savings
 - teaching contracts and on-teaching contracts
 - admissions policy
 - ownership of land
- 7.2 All questions were answered by the Pinnacle Trust Representatives. The public consultation response will be published

8 The meeting closed at 8.30 pm

Action

Mrs Kane to attach public consultation reports to these minutes

Appendix 3

PUBLIC CONSULTATION REPORT

Proposed Pinnacle Trust

The Public Consultation was conducted by letter, document and websites via all the participating schools, and the proposals were also presented to all relevant parties for discussion, as listed in the Consultation Document

There were consultation meetings for:-

Staff	November 1 st 2 pm	Sandy Upper School
Parents/community	November 1 st 7.30 pm	Sandy Upper School

(At the public meeting held for all interested parties 24 people attended. The staff meeting was very well attended)

Student Councils	November 2 nd 11 am	Sandye Place Middle School
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The following vehicles were use by individuals in addition

- the Consultation Questionnaire
- written comments sent to the Headteachers

Comments were received until 5pm on November 11th 2010. Thereafter the Governors of each school reviewed the comments and decided to go ahead without amending the proposals, but while taking into account responses (see below).

Everton Lower School and **Burgoyne Middle School** decided not to go ahead with pursuit of Foundation Status at this stage.

A detailed questions and answer document was available on each school's website.

List of consultees

As part of the consultation process, we consulted with the following stakeholders:-

- Central Bedfordshire Council, Bedford Borough Council and Cambridgeshire County Council
- District or Parish Councils
- Families of students at each school
- Families of students at any other school which might be affected by the proposals including feeder primary schools
- Current students
- Students at any other school which might be affected by the proposals including feeder primary schools
- Teachers and other staff
- The Governing body, Head Teacher, teachers and staff of each school within the area and especially those who might be affected

- Trade Unions who represent staff at the schools
- Trade Unions who represent staff at any school which might be affected by the proposals
- The Parent Teacher Associations
- The Local Voluntary Aided Schools
- Trustees of the St Alban's Diocesan Education Committee
- Young People's Learning Agency, Central Bedfordshire Council
- Members of Parliament of the local constituency and those MPs for neighbouring constituencies
- Any other interested party
- Any other persons who the Governing Bodies think appropriate

There were no written responses from any of the consultees other than parents. The meetings with staff and pupils raised specific queries about employment, value of trust, educational opportunities and the educational benefits.

Questionnaires were returned to all schools, but in every case the response was lower than 10%.

Almost all questionnaire responses supported the idea of the Trust, but several issues were raised which were then discussed by the consultative committee.

These are listed below:-

- 1. There was general agreement with the partners proposed, but some suggestions that this should be widened to include Partners with a technological basis and a creative arts/drama basis.**

Response

The Committee agreed with this point, and contacts will be made with such types of groups. However it was agreed that this could continue during the next phase and these types of partners be brought on board later.

- 2. What happens with any major building works? Does the LA retain responsibility?**

Response

Yes

- 3. Cost benefits need explaining**

Response

Agreed. However it has to be recognised that the final number of schools will affect such cost calculations. The main costs benefits would come through rationalisation of support work practices, centralising professional development and ultimately on tendering certain services. It also has to be recognised that such benefits would develop as the group started to work together, and Partners in particular had added their expertise to add.

4. Who would have control over school closures/opening

Response

The Local Authority

5. Better define the benefits that the partners would bring

Response

The committee felt that this was well defined in all the documentation available. As the Trust develops, specific skills contributions will emerge.

6. A key player was not part of the Trust.

Response

This is more of a presentational issue than a reality. The Governors and Head of Sandye Place are totally committed to co-operative working, and do not see their acquisition of Academy Status as in any way isolating them from the community of schools in the area. They will be linked to the Trust in a formal way by a Memorandum of Understanding, and have places on the Executive Committee in order to be involve in all planning of Trust activities and workings. The Head or chair will also be in attendance at Trust meetings.

7. The level and power of the Trust

Response

The original document could not go into detail because the Partners were at this stage expressing interest, and were wishing to assess the level of interest in the area. Having seen the positive response of the heads, Governors, parents, staff and pupils/students, they have now been engaged in discussions as to the workings of the Trust. In essence the main Trust Body will consist of a Trustee from each partner, and a Trustee from each School. The Chair will always be a Head Teacher. In essence therefore, the lead will always be taken by an educationalist. Moreover, The Trustees themselves have, by law, to follow the original vision statement.

The main work however will be done by a Sub Committee of Heads and Chairs who will plan and promote the actions of the group.

Some responses reflected a concern for democratic involvement in the Trust. The proposal is therefore to set up a Stakeholder Group (representing staff, parents, pupils/students and the community) who will monitor the Trust's activities and themselves elect two Trustees.

8. What about academic staff terms and conditions as a result of becoming foundation schools?

Response

The guarantee is that staff terms and conditions will not change as a result of the transfer. There is no time limit on this. However there is no restriction on a change which is not a result of the transfer (i.e. subsequent reduction in funding).

When an employee transfers from one employer to another (as is the case here) there is automatically a TUPE transfer. TUPE protects terms and conditions of a member of staff therefore. Continuous service of staff is also recognised in this situation, whether a teacher transfers within one authority (e.g. Central Bedfordshire) or moves to another.

NEXT STAGE

The Schools are now working on their final document for the formation of the Pinnacle Trust. This is called a Complete Proposal Document and will be available to parents soon. There will also be statutory notices published with regard to the schools becoming Foundation Schools.

The schools proceeding to this final stage will be :

- Laburnum Lower School
- Maple Tree Lower school
- Moggerhanger Lower School
- Potton Lower School
- Robert Peel Lower School
- Sandy Upper

Sandye Place Middle is proceeding with its application for academy status and will then become an Associate Member of the Trust.

We are aiming for a start date for the Pinnacle Trust of 4 April 2011 if Governors give the go ahead after this final stage of consultation.

Stephen Smith, Pinnacle Trust Project Co-ordinator, January 2011