

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)

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| 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