

# THE HELSTON AND LIZARD PENINSULA EDUCATION PARTNERSHIP TRUST

(A SCHOOLS CO-OPERATIVE MEMBERSHIP TRUST)

## PUBLIC CONSULTATION BOOKLET ONE

### CHANGING TO FOUNDATION SCHOOL CATEGORY AND ACQUIRING A CHARITABLE TRUST

#### A RATIONALE



#### LIST OF CONSULTING SCHOOLS

- BOSKENWYN PRIMARY
- CROWAN PRIMARY
- GARRAS PRIMARY
- GERMOE PRIMARY
- HALWIN PRIMARY
- LANDEWEDNACK PRIMARY
- MULLION PRIMARY
- MULLION SECONDARY
- PARC EGLOS PRIMARY
- PORTHLEVEN PRIMARY
- SITHNEY PRIMARY
- ST MARTIN IN MENEAGE PRIMARY
- TRANNACK PRIMARY



List of Existing Foundation Schools: Breage Primary, Cury Primary, Wendron Primary and Helston Community College

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|-----------------|---|----|
| <u>CONTENTS</u> | EXECUTIVE SUMMARY                                     | 03 |
|                 | VISION AND VALUES                                     | 05 |
|                 | WHAT WILL THE TRUST DO?                               | 07 |
|                 | HOW WILL THE TRUST WORK?                              | 10 |
|                 | FOUNDATION CATEGORY                                   | 11 |
|                 | WHAT DOES THIS MEAN<br>FOR EMPLOYEES?                 | 13 |
|                 | THE CONSULTATION PROCESS                              | 14 |
|                 | LIST OF CONSULTEES                                    | 15 |
|                 | APPENDIX A: STATEMENT ON THE<br>CO-OPERATIVE IDENTITY | 16 |
|                 | APPENDIX B: TRUST STRUCTURE                           | 17 |
|                 | APPENDIX C: GOVERNING BODY<br>STRUCTURE               | 20 |

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## CONTACT DETAILS OF CONSULTING SCHOOLS

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|--|---|
| Boskenwyn Primary:<br>Tel: 01326 572618              | Head Teacher – Mr Drew Corser<br>head@boskenwyn.cornwall.sch.uk<br>Chair of Governors – Mr Brian Toney                |
| Crowan Primary:<br>Tel: 01209 831455                 | Head Teacher – Mr Paul Hunkin<br>head@crowan.cornwall.sch.uk<br>Chair of Governors – Mr Stephen Willoughby            |
| Garras Primary:<br>Tel: 01326 221653                 | Head Teacher – Mrs Anne Shipman<br>head@garras.cornwall.sch.uk<br>Chair of Governors – Rev Lesley Walker              |
| Germoe Primary:<br>Tel: 01736 763310                 | Head Teacher – Mrs Paula Quinney<br>head@germoe.cornwall.sch.uk<br>Chair of Governors – Mrs Anne Cook                 |
| Halwin Primary:<br>Tel: 01209 860329                 | Head Teacher – Mrs Steph Haskins<br>head@halwin.cornwall.sch.uk<br>Chair of Governors – Mr Roger Hicks                |
| Landewednack Primary:<br>Tel: 01326 290337           | Head Teacher – Mrs Sue Wilson<br>head@landewednack.cornwall.sch.uk<br>Chair of Governors – Mrs Alix Lord              |
| Mullion Primary:<br>Tel: 01326 240585                | Head Teacher – Mrs Carleen Dryburgh<br>head@mullion-ji.cornwall.sch.uk<br>Chair of Governors – Mr Paul Marchant       |
| Mullion Secondary:<br>Tel: 01326 240098              | Head Teacher – Mr Mike Sandford<br>head@mullion-comp.cornwall.sch.uk<br>Chair of Governors – Mr Simon Meridew         |
| Parc Eglos Primary:<br>Tel: 01326 572998             | Head Teacher – Mr Brett Dye<br>head@parc-eglos.cornwall.sch.uk<br>Chair of Governors – Dr Neil Davidson               |
| Porthleven Primary:<br>Tel: 01326 562249             | Head Teacher – Mr Duncan Ratcliffe<br>head@porthleven.cornwall.sch.uk<br>Chair of Governors – Mrs Sarah Williams      |
| Sithney Primary:<br>Tel: 01326 572910                | Head Teacher – Mrs Susan Evans<br>head@sithney.cornwall.sch.uk<br>Chair of Governors – Mrs Debbie Palmer              |
| St Martin in<br>Meneage Primary<br>Tel: 01326 231447 | Head Teacher – Mrs Anne Shipman<br>head@st-martin-in-meneage.cornwall.sch.uk<br>Chair of Governors – Mr Matt Robinson |
| Trannack Primary:<br>Tel: 01326 572100               | Head Teacher – Mrs Cherry Hawker<br>head@trannack.cornwall.sch.uk<br>Chair of Governors – Mr Jeff Davis               |



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## EXECUTIVE SUMMARY

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1.1 The Governing Bodies of the consulting schools listed on the front cover of this document are proposing to change category from Community School to Foundation School and simultaneously acquire (join) an existing charitable trust, namely 'The Helston and Lizard Peninsula Education Partnership Trust'. The proposed date of implementation is 31st December 2011. The Trust will be a shared, mutual Co-operative Schools Membership Trust, and will build on the partnership well established through the South Kerrier Initiative for Linking Learning (SKILL).

1.2 Schools, supported by the Trust, will work together to promote aspiration, encourage ambition and ensure achievement. The Trust will also develop services to support schools, young people and their families in our local communities.

1.3 Schools will continue to be part of the local authority, and will be supported by a charitable trust. Through the Trust, the Governing Bodies will develop a long term, formal partnership that brings together the existing Trust, which currently acts as the foundation for Helston Community College, with a greater number of schools and partners across the local area. More information will be found in Appendix B about the partners in the existing Trust. It is recognised that schools will join the Trust in phases over a period of time.

1.4 The Governing Bodies of each school consulting will gain new powers and responsibilities by changing from Community to Foundation category. They will become the employer of all staff. Existing pay and conditions arrangements will be unchanged as the school will remain in the maintained sector and will be subject to national pay and conditions agreements. Each Governing Body will also become responsible for its own admissions, but will work jointly with the Local Authority to administer the provision of places within the requirements of the National Schools Admissions Code. They will adhere to the prevailing Local Authority admissions arrangements, although reserving the right to review these if deemed appropriate. 'The Helston and Lizard Peninsula Education Partnership Trust' will hold the land and capital assets "in trust" for each Governing Body. The Governing Body will retain responsibility for managing these assets in the same way as they do now.

1.5 The partnership welcomes voluntary aided, voluntary controlled and other foundation schools into the Trust as partners, and fully accepts that they will not be able to place their land and assets with the Trust.



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**1.6** The full consultation document is contained in two booklets:

Booklet One 'Changing to Foundation School Category and Acquiring a Charitable Trust – A Rationale' is the document you are now reading and provides an overview of the proposals, the implications of these proposals, and details of the timeline for consultation.

Booklet Two 'Questions and Answers' provides a series of commonly asked questions together with answers and can be obtained from the school. Both documents are also available from each consulting school's website.

**1.7** Stakeholders have the opportunity to comment on these proposals during the four week consultation period which runs from noon on Wednesday 14th September to noon on Wednesday 12th October.

**1.8** Each Governing Body will then consider the outcome of the consultation independently and decide whether to publish Statutory Proposals for its own school or to remain a community school. This means that after considering the results of consultation any school may decide not to proceed to publish Statutory Proposals. This does not preclude any of the other schools from continuing to publish Statutory Proposals if the Governing Body of that school decides it wishes to proceed.

**1.9** In order to make the change, each of the Governing Bodies named in section 1.1 is legally proposing to change category from a Community School to become a Foundation School, and at the same time, formally acquire (join) the Trust – 'The Helston and Lizard Peninsula Education Partnership Trust'.

**1.10** We have tried to put forward the proposals in a clear manner and there are opportunities to attend meetings and ask questions about the proposals. We are open to alternative suggestions and nothing in this consultation document or process pre-determines the outcome of the consultation.

**1.11** This consultation round is Phase 1, and we anticipate there being further rounds as other schools decide to change their category and seek to acquire the Trust.



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## VISION AND VALUES

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The Helston and Lizard Peninsula schools recognise that by working together in a co-operative partnership, more can be achieved for children, young people and families, than can be achieved by working alone. We all have a professional commitment to:

- > Ensuring an ethos rooted in social justice and strong ethical, moral and spiritual values
- > Providing the best possible education for all children, young people and families
- > Taking collegiate responsibility for the education of all children
- > Raising aspirations and levels of achievement
- > Setting high standards
- > Sharing expertise, knowledge, understanding, skills and resources
- > Working in partnership for the benefit of all.

Whilst each individual school has its own special ethos and character which is vital to the success of that school and its community, we recognise that there are tremendous benefits to be gained from working together in a more collegiate manner. Such co-operation offers great scope for linking the learning of all staff and pupils by creating a learning community which focuses on innovative approaches to:

- > Curriculum Development and Continuity 0 -19
- > Teaching and Learning
- > Assessment and Achievement tracking
- > School Support Services
- > Extended Services
- > Professional Development
- > Leadership and Management Training
- > The Development of a Children's Workforce
- > Strategies and Structures for Sharing Resources
- > Quality Assurance and School Improvement



The partnership will develop over time as trust grows, other schools join, and we learn how to work together. It is important that the desire to work together is translated into action and that the partnership works in a very real and practical way.

To support this vision and these values, we propose to develop a shared Co-operative Trust, which can enable and encourage our children and our staff to achieve their full potential. We want to draw upon the inspiration of innovative local businesses, entrepreneurs, academics and the learning community to transform the life-chances of our children, young people and families, and have a lasting impact upon the wider community.

The creation of the Trust will provide a strong and well-tested legal entity through which to co-operate with our partners for the benefit of our wider school communities. The Trust will play a key part in the next phase of the development of this partnership, helping to formalise it and making it sustainable in the long-term.

### Co-operative Values and Principles

The current ethos of each of our schools aligns very well with the values and principles of the Co-operative Movement (see Appendix A).

Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, solidarity and equity. In the tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility, and caring for others.

The principles of co-operative trusts are: voluntary and open membership; democratic member-control; member economic participation; autonomy and independence; education, training and information; co-operation among co-operatives; concern for community.

These values and principles will underpin the work of the Trust and, we believe, will contribute to strengthening its links with the local community.



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## WHAT WILL THE TRUST DO?

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### Key aims of our Trust are to:

- > Provide the best possible education for all children, young people and families by ensuring consistently high aspirations across all of our schools; among children, teachers, parents and carers, whilst retaining the individual character of our rural communities and institutions.
  - > Share collegiate responsibility for the education of all learners.
  - > Strengthen the partnership with parents, and encourage their greater involvement in the education of their children.
  - > Raise aspirations and levels of achievement by working effectively with parents, carers, professionals and the wider community.
  - > Promote health and well-being, in order to create the right conditions for children to thrive.
  - > Make efficient use of all resources and maximise the benefits for learners.
  - > Share expertise, develop knowledge, deepen understanding and enhance the skills of all staff by working with the Trust's external partners to broaden the range of opportunities available to our workforce and our young people.
  - > Work in partnership and co-operation for the benefit of all.
- > Join the Co-operative Movement, which has extensive experience in supporting educational establishments.
  - > Develop and embed a co-operative 'values-driven' ethos.
  - > Bring a global dimension to the partnership and community perception, through national and international links with other co-operative educational institutions and organisations.
  - > Become a member of the National Co-operative Schools Society.

We have chosen to become a Co-operative Trust because these are the values and principles which we already share. They will underpin the work of the Trust and we believe will strengthen the work of our schools even further.

### What will be the Trust's particular focus?

A particular focus will be to promote co-operation between schools in a diverse range of settings. A significant number of schools in the Helston and Lizard peninsula serve predominantly rural communities, and are small. This presents a range of challenges and opportunities. Each individual school has its own special ethos and character which is vital to the success of that school and its community.



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We recognise that there are tremendous benefits to be gained from working together in a more collegiate manner.

It is the role of the Trust to create a co-operative partnership which focuses on innovative ways of:

1 Maintaining and improving the quality of teaching and learning

2 Promoting high aspirations amongst children, parents, carers and all those working with young people

3 Harnessing resources efficiently to enhance learning

4 Engaging the expertise, views and commitment of stakeholders

5 Creating the right conditions for effective learning

1 Maintaining and improving the quality and consistency of teaching and learning:

> Recruit enthusiastic and inspirational staff to work in our schools

> Retain and develop talented professionals

> Encourage teachers and school leaders to share their expertise for the benefit of all members of our co-operative partnership

> Provide professionals working in our schools with the best training,

facilities and resources; including shared opportunities and specific leadership development

> Promote cross-phase links between learners and staff

> Engage in cross-school and cross-phase quality assurance strategies.

2 Promoting Aspirations:

> Join with parents, carers and staff in ensuring that they have high expectations of young people

> Enable those who attend schools within the Trust to acquire the skills and attitudes they need to become life-long learners

> Foster creativity and innovation in our young people through an exciting and challenging curriculum

> Create a strong sense of pride in the local area

> Encourage young people to appreciate the wider world.

3 Harnessing resources efficiently to enhance learning:

> Create a service organisation to support the education, legal, personnel, building, facilities and financial needs of the schools.

> Achieve the best value for money.

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# WHAT WILL THE TRUST DO?

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- > Access the talents and experience of Head Teachers and senior staff who will accept the mantle of “expert” in a particular subject, and be available to provide advice to other schools.
- > Call upon the support mechanisms available from within the learning community when a school has a crisis or a need to cover for the Head Teacher
- > As a charitable company, limited by guarantee, the Trust will have the opportunity to explore creative trading opportunities and seek new funding streams.

## 4 Engaging the expertise, views and commitment of stakeholders:

- > Encourage parental engagement through the stakeholder forum and membership of the Trust
- > Strengthen the work with parents, carers and the wider community to encourage further their involvement and contribution with schools
- > Draw on the expertise of external partners to support the work of the partnership
- > Promote a greater sense of ownership, responsibility and belonging amongst stakeholders through membership of the Trust

## 5 Creating the right conditions for effective learning:

- > Create procedures across the learning community, to share strengths and improve learning opportunities and outcomes for all
- > Share curriculum content in different schools and follow similar patterns, allowing opportunities to create events that make learning more memorable, stimulating and fun. This curriculum will be built on agreed learning values and principles.
- > Develop a coherent 0-19 learning experience, with continuity and progression across key stages, phases and transitions,

encompassing personalised approaches that meet the needs of all students.

- > Share teaching and learning ideas across the partnership to produce creative and imaginative joint planning.
- > Share curriculum resources between schools, and create links nationally and internationally, to allow all children to have access to improved opportunities.
- > Provide opportunities for children from different schools to work together.
- > Offer improved opportunities for the creation of inclusive learning, directly building on the curriculum offered across the local area.
- > Project a positive and powerful educational identity to the local community.
- > Develop lead teachers who will co-ordinate curriculum development across the partnership.
- > Deliver training and development related to the curriculum that the children are following.
- > Create shared planning opportunities to improve teaching and learning.
- > Explore teacher exchanges across the learning community to meet the specific needs of schools.

- > Organise secondments as a normal feature of working in the partnership, providing teachers with opportunities to develop their teaching (and leadership) skills in a range of different schools.

As a result of working in this way, children educated in the partnership will enjoy raised aspirations, be more ambitious and will achieve even better results.



HELSTON

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The Trust will be legally established, regulated by the Charities Commission and registered as a company limited by guarantee with Companies House. It will meet the legal and other requirements set out by the Department for Education (DfE). It will carry out its duties in relation to each school as set out by the DfE and by holding the land and assets on trust.

Trustees will not be able to derive an income from the Trust, but the Trust may become an employer as it develops its objectives in providing or commissioning services. Any income generated by the Trust must only be used to support its charitable aims. The Trust will sustain the individual characteristics of a school. The Trust Board will meet at least three times a year.

The Trust Board will work with other organisations, as appropriate, in order to carry out its work. As the Trust develops, it may be appropriate to consider additional partners. There will be a process involving existing Trustees to ensure that any future partner will comply fully with the vision, values and aims of the Trust.

The Trust will have an ethos of co-operation and democracy consistent with co-operative values. It will seek to empower learners and their community. The Trust will help young people prepare for their future as global citizens.

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## HOW WILL THE TRUST WORK?

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## FOUNDATION CATEGORY

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To acquire the Trust, each consulting school is required to change its current category and become a Foundation School. In taking on foundation category, the Governing Body will assume new responsibilities, including the employment of staff, admission of children and young people, and the ownership of the land and assets. Each consulting school's governing body retains responsibility for managing these assets, supported by the Local Authority. The Trust will hold the land and assets "on trust" for each Governing body.

The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 provide full rights, powers, duties and liabilities to transfer existing staff from the Local Authority to the Governing Body.

Existing and new teaching staff will continue to work under the terms of the 'School Teachers' Pay and Conditions Document' (STPCD). Each consulting school's governing body will set out the terms and conditions for new support staff, which will be no less favourable than those applying to existing staff. All staff will continue their employment on the same terms and conditions as staff in any other maintained state school.

Schools in the partnership will continue to teach the National Curriculum and will be inspected by OfSTED.

All schools in the partnership will work in co-operation with the Local Authority to ensure strict adherence to the Schools' Admissions Code, whilst reserving the legal right to review admission arrangements and go out to statutory consultation as required.



CHURCH COVE

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### Admissions

The schools in the Trust will remain part of the Local Authority's family of schools. They will continue to have a fair admissions policy and not introduce selection by ability. Parents will apply for places at a Trust school as part of the Local Authority process. The schools will continue to work in partnership with the Local Authority to ensure that student places are given fairly in line with the published admissions criteria that conform to the School Admissions Code.

### Composition of Governing Bodies

Each school will retain its current number of elected Parent Governors. The current practice of appointing Community, Local Authority and Staff Governors will be maintained. However, the Governing Body will have two Governors appointed by the Trust Board (these may be a re-designation of existing school Governors). This will not apply to voluntary-aided and voluntary-controlled schools, as they already belong to an existing Trust.

### Membership of the Trust

All parents, carers, current children of the school and staff may become full members of the Trust. Membership will also be extended to community organisations, leaders and individuals who have links with schools in the Trust. A Stakeholder Forum will be established with elected representatives drawn from each category of membership. The purpose of the Forum will be to hold the Trust to account, to help shape policies and to elect representatives to the Trust Board. Voluntary-aided and voluntary - controlled schools are welcome to become full partners in the Trust and contribute to the membership.



MULLION HARBOUR

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## WHAT DOES THIS MEAN FOR EMPLOYEES?

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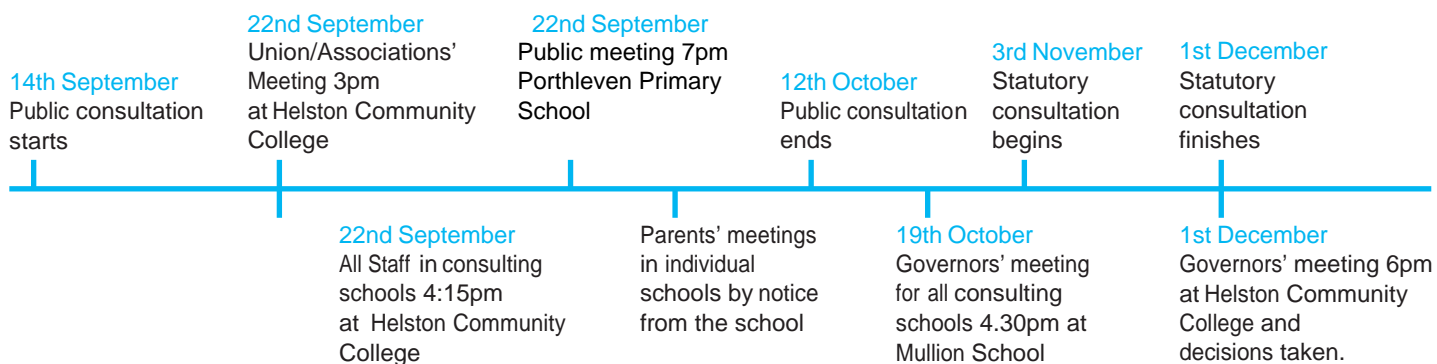
The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 provide for all rights, powers, duties and liabilities to transfer existing staff from the Local Authority to the Governing Body.

There will be no noticeable change for staff. The payroll section at County Hall will still make payments into staff accounts and issue pay slips, as at present. Teaching staff will remain protected by the School Teachers Pay and Conditions Agreement. The existing unions and associations will continue to be recognised, and the school will continue to contribute to the Facilities Agreement.

Support staff would transfer under existing pay and conditions and any new staff would continue to be paid at existing Local Authority rates. Support staff may be paid above the LA rates if there were a positive reason for doing so.

There will be no change to pension schemes or redundancy procedures.

## Consultation meetings will be held as follows:



The purpose of the consultation process is to seek views from the Community about the proposed changes. Governors would welcome your thoughts and ideas. Contributions can be made in the following ways:

- > Complete and return the Consultation Questionnaire.
- > Send in your comments to the school in writing.
- > If you are a parent/carer, member of staff or member of the public, you are invited to attend the appropriate meeting to discuss the proposal.

Children and young people at the schools will be consulted through separate special meetings in their schools. They will also be kept informed about this consultation process through assemblies.

**Comments in writing to the Chair of Governors at individual schools may be submitted from noon on Wednesday 14th September until noon on Wednesday 12th October 2011. For contact details, see page 2.**

After the consultation is closed, all comments will be considered and a report will be prepared for the Governing Bodies. This report will be made available on the website of each school. Individual responses and petitions will not be published on the website but will be presented to the Governing Bodies and will be available for inspection by the public on request. The Governing Bodies will then hold separate meetings to review the report and all the comments before reaching an informed decision.

A Governing Body may then decide to:

- > Issue Statutory Notices about a change to Foundation Category and the acquisition of a Trust.
- > Modify the proposal in the light of suggestions made during consultation and, if the changes are significant, re-consult on the changes.
- > Decide to remain as a community school without any changes.

If any of the schools decides not to proceed to issue Statutory Proposals, this does not prevent the other schools from proceeding. The outcome of consultation for each school is mutually exclusive.

If a school's Governing Body decides to proceed and issues a Statutory Proposal, there will be another opportunity to comment on formal proposals before a final decision is taken by the Governing Body to convert to Foundation Category and acquire Trust Status.

The proposed implementation date is 31st December 2011.

Copies of all the consultation documents can be obtained from the websites of individual schools or from any of the schools by request in writing. Alternative formats can be provided.

If you have any queries about what you have read here, and would like further clarification, please email or write to Trust Consultation at your chosen school (contact details on the contents page of this document).

## THE CONSULTATION PROCESS



GUNWALLOE

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## LIST OF CONSULTEES

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As part of the consultation process, each school is consulting with the following:

- > Current Learners
- > Parents of Current Learners
- > Current Staff both teaching and support
- > All other schools currently sending children to each school
- > The Local Authority
- > The Young People's Learning Agency
- > Local MPs and serving local Councillors
- > Trade Unions representing school staff
- > Other neighbouring schools which may be affected by the proposals
- > Local Community Groups including nurseries, child care providers/children's centres, pre-school settings, sports and leisure providers
- > Local and neighbouring FE Colleges and Higher Education institutes
- > Children and Adolescents Mental Health Service (CAMHS)
- > The Primary Care Trust and Local GP surgeries
- > The Church of England and Roman Catholic Dioceses for the area
- > National Council of Parent and Teacher Associations

If you feel that there are others who should be consulted, please contact your chosen school.

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# APPENDIX A STATEMENT ON THE CO-OPERATIVE IDENTITY

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## Definition

A co-operative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically controlled enterprise.

## Values

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 ethical values of honesty, openness, social responsibility, and caring for others.

## 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; benefiting 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 their 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.

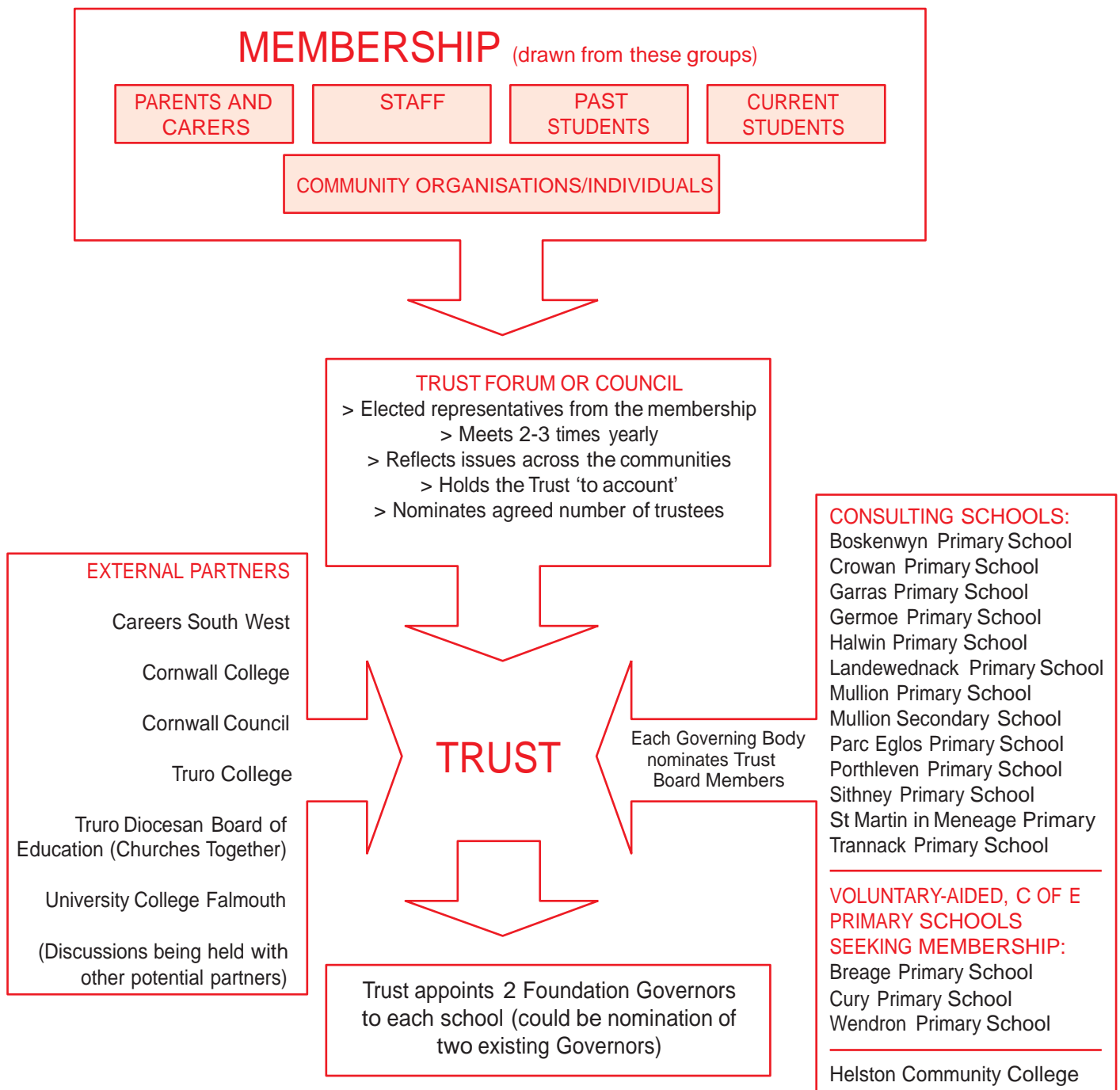
### 7th Principle:

#### Concern for Community

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

Statement on the Co-operative Identity as approved at the ICA Congress, Manchester, September 1995

# APPENDIX B THE HELSTON AND LIZARD PENINSULA EDUCATION PARTNERSHIP TRUST STRUCTURE



## APPENDIX B THE PARTNERS

| MEMBER  | TRUSTEES | CONTRIBUTION TO THE TRUST  |
|---|----------|--|
| Partner Schools and Associate Partner Schools | 2<br>1   | <ul style="list-style-type: none"> <li>&gt; Enhance co-operation and co-ordination across schools for the benefit of young people</li> <li>&gt; Promote aspiration, encourage ambition and ensure achievement</li> <li>&gt; Share resources to improve the quality of education for young people and the community in a cost effective way</li> <li>&gt; Jointly commission resources and expertise for the benefit of the community, young people and families</li> <li>&gt; Focus on transition and continuity across the 0-19 curriculum.</li> </ul>  |
| Helston Community College                     | 2        | <p>Helston Community College will continue to pursue its mission of “Promoting Aspiration, Encouraging Ambition and Ensuring Achievement”. It will maintain its commitment to comprehensive, personalised education within a set of principles firmly rooted in social justice and respect for the individual.</p>   |
| Cornwall Council                              | 2        | <ul style="list-style-type: none"> <li>&gt; Support schools within the trust to raise expectations, aspirations and standards</li> <li>&gt; Actively encourage the trust’s schools to seek Shared Trust status, and continue to provide technical and specialist support.</li> <li>&gt; Negotiate with different services within the local authority to provide bespoke services to the Trust in support of schools.</li> <li>&gt; Endeavour from time to time to commission work from the Trust in order to achieve its own objectives.</li> <li>&gt; Work with the Trust to seek to achieve locally its county-wide vision of seeking to maintain an educational footprint in every community which currently has a school.</li> </ul> |
| Co-operative Movement                         | 2        | <p>By becoming a Co-operative Trust, we are 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. The Co-operative College has extensive experience in both the general school sector and the co-operative trust sector. They organise the network of co-operative schools, of which the Trust will be part. They will also help bring a global dimension to the school and assist in establishing national and international links with other co-operative organisations.</p>  |
| Cornwall College                              | 2        | <p>Cornwall College offers high quality education and training up to and including Higher Education across the County. The College is committed to the economic regeneration of Cornwall. We will support the Trust to increase the range of opportunities available to children, young people and families across Helston and the Lizard Peninsula.</p>   |

# APPENDIX B THE PARTNERS

| MEMBER                                | TRUSTEES | CONTRIBUTION TO THE TRUST  |
|---------------------------------------|----------|--|
| Truro and Penwith College             | 2        | Truro and Penwith College will bring outstanding opportunities to the partnership in terms of providing high quality choice at all levels. The College will play a significant role in raising aspirations within the local area.  |
| Trust Forum or Council                | 2        | This will provide a mechanism for active engagement of key stakeholder groups and provide a sounding board for our local communities. It will ensure that our plans and implementation are in line with community aspirations and will seek to engage the community in dialogue with the Trust.  |
| The Truro Diocesan Board of Education | 2        | The Diocese of Truro will bring experience of working in partnerships and providing a range of educational and spiritual opportunities in schools. The Diocese will foster an ecumenical vision, where people can work together to develop greater community cohesion and will actively support the Trust in developing and nurturing a values based ethos and articulating this to the local and wider community.   |
| University College Falmouth           | 2        | University College Falmouth will contribute to the Trust by: <ul style="list-style-type: none"> <li>&gt; Raising aspirations for young people to progress to Higher Education</li> <li>&gt; Creating progression routes and opportunities for young people to study at University College Falmouth</li> <li>&gt; Supporting the development of 'Gifted and Talented' students in art, design, media and performance</li> <li>&gt; Providing access to the research, enterprise, entrepreneurship and evaluation skills and services of University College Falmouth</li> </ul>      |
| Careers South West Ltd                | 2        | Careers South West Ltd. (formerly Connexions Cornwall and Devon Ltd) <ul style="list-style-type: none"> <li>&gt; Can provide information on transition and progression issues for young people with particular reference to Helston students and pupils.</li> <li>&gt; At all times the provision of information, advice and guidance will be independent and in the interest of young people.</li> <li>&gt; Will contribute towards, and update on, policy and strategy development nationally, regionally and locally in relation to employment and training matters.</li> </ul> |



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1 The current practice of appointing Community, Local Authority and Staff Governors will be maintained. However the Governing Body will now have a minority of governors appointed by the Trust.

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

3 The Governing Body will undergo minimum changes in order to comply with the appropriate legislation. The proposed structures are available on request from individual schools.

4 The existing number of elected Parent Governors will remain the same, and it is proposed that schools appoint the minimum number of Trust Governors.

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## APPENDIX C GOVERNING BODY STRUCTURE

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