

STATUTORY PROPOSAL

Introductory Information

School Details

This is a proposal to acquire foundation status and join a partnership of schools by acquiring the Birmingham Specials Schools Trust. The schools making this proposal are;

Baskerville School intends to make a prescribed alteration to **Baskerville** which is a community school located at Fellows Lane, Harborne, Birmingham, B17 9TS

Dame Ellen Pinsent School intends to make a prescribed alteration to **Dame Ellen Pinsent** which is a community school located at Ardencote Road, Kings Heath, Birmingham, B13 0RW

Fox Hollies School intends to make a prescribed alteration to **Fox Hollies** which is a community school located at Highbury Community Campus, Queensbridge Road, Birmingham, B13 8QB

Hamilton School intends to make a prescribed alteration to **Hamilton** which is a community school located at Hamilton Road, Handsworth, Birmingham, B21 8AH

Longwill A Primary School For Deaf Children intends to make a prescribed alteration to **Longwill A Primary School For Deaf Children** which is a community school located at Bell Hill, Northfield, Birmingham, B31 1 LD

The Pines School intends to make a prescribed alteration to **The Pines** which is a community school located at Marsh Hill, Stockland Green, Birmingham, B23 7EY

Uffculme School intends to make a prescribed alteration to **Uffculme** which is a community school located at Queensbridge Road, Moseley, Birmingham, B13 8QB

Proposed Implementation Date

1st May 2018.

Prescribed Alteration

Notice is given in accordance with section 19(3) of the Education and Inspections Act 2006 that the Governing Board of **Baskerville School, Dame Ellen Pinsent, Fox Hollies School, Hamilton School, Longwill A Primary School For Deaf Children, The Pines School and Uffculme School** intends to make a prescribed alteration namely to change status from community to foundation status and to acquire a trust established otherwise than under the School Standards and Framework Act 1998.

Name of the Trust

The name of the trust that the Governors intend to acquire from 1st May 2018 is the Birmingham Special Schools Co-operative Trust.

Consultation

The consultation documents were distributed to stakeholders between 15th January and 29th January 2018. These included an information leaflet which set out briefly the implications of the proposed change of category and the proposal to acquire a local mutual co-operative school trust, as well as the reasons why the Governing Board are proposing it. They also sought to answer some of the more common questions. The leaflet also included dates, times and venues of separate consultation meetings for parents/carers, staff, and other stake-holders.

Learners will be consulted via Student Voice/Student Council, assemblies and a range of other internal school mechanisms.

An accompanying letter referred stakeholders to a much more comprehensive and in-depth consultation document (known as 'Booklet One') This can be obtained from the school via our websites www.baskvill.bham.sch.uk www.dameellenpinsent.co.uk www.foxhollies.bham.sch.uk www.hamilton.bham.sch.uk www.longwill.bham.sch.uk www.thepinesspecialschool.com www.uffculme.bham.sch.uk or in paper copy from the school office. Similarly, available is a detailed Questions and Answers document ('Booklet Two'.)

A key part of the initial consultation process involves gathering stakeholder views and feedback. Also included with the documentation sent out was a consultation questionnaire. This can be completed online the school website or completed in hard copy and returned to the school office.

Objections or comments

Within four weeks from the date of publication of these proposals - **by noon on 26th March 2018** - any person may object to or make comments on the proposal by writing to the school at the address above or by e-mail to

j.cheng@baskvill.bham.sch.uk d.fountain@dameellenpinsent.bham.sch.uk
k.youngson@foxhollies.bham.sch.uk jharris@hamilton.bham.sch.uk
equiry@hamilton.bham.sch.uk a.carter@longwill.bham.sch.uk
e.pearce@pines.bham.sch.uk m.scarrott@uffculme.bham.sch.uk

Rationale for acquiring Foundation Status and ethos of school

Our vision is to use the strength of the Trust to build on and strengthen what our informal partnership working with o t h e r schools has already achieved and to create a learning community which seeks further to improve teaching and learning, to

raise enjoyment, achievement and aspirations for all and to ensure learners and their families are supported. The values of the Trust are underpinned by the principles of equality, inclusion and commitment to support the well-being of every learner and his/her family in our schools. We have considered a variety of school structures, including academies, but feel that this model best meets our context, needs and values.

Acquiring a Trust.

The Governing Body of the school as well as the founding partners, Calthorpe Academy and Wilson Stuart School who are special school academies, as well as University College Birmingham, University of Birmingham, Hays and the co-operative movement currently represented by the Co-operative College, believe that the school's acquisition of the trust as its legal foundation, will provide opportunities to improve learning in our defined community. The trust will enhance this model of lifelong learning and offer additional contacts, ideas, research possibilities, and professional consultancy, to improve educational provision across all ages and within our communities.

Baskerville School, Dame Ellen Pinsent, Fox Hollies School, Hamilton School, Longwill School For Deaf Children The Pines School and Uffculme School will have a foundation established otherwise than under the SSFA 1998.

The Trust does not already act as a foundation for any foundation school.

Vision and Values

The Birmingham Special Schools Trust partner organisations plan to work in partnership and collaboration with local schools. Joining the Trust body will help to formalise existing local working relationships and ensures that relationships survive changes of personnel for the benefit of all schools in the local area who may acquire the same Trust in the future.

The rationale for acquiring the foundation and the ethos that it will bring to the school can be summarised as a means of developing improving engagement with parents and enabling members of the community to have a greater share in the future of their school.

The main aims of the Trust will be to:

- Ensure world class special education for the pupils and learners of Trust schools;
- Further improve outcomes for all our learners in all our member schools with a strengthened focus on school-to-school self-improvement;
- Furthering an inclusive philosophy within the city and region for the benefit of Trust schools and partners and the learners of the city with SEN;
- Strengthen our ability to work collaboratively and co-operatively to enable our schools to grow, develop and improve together;
- Formalise and further develop arrangements already in place for joint working;

- Develop further the skills and expertise of staff across the schools;
- Further share resources and skills across the schools;
- Further increase levels of aspiration across our schools and the wider community thereby impacting positively upon achievement;

Our vision is to use the strength of the Trust to build on and strengthen what our informal partnership working with other schools has already achieved and to create a learning community which seeks further to improve teaching and learning, to raise enjoyment, achievement and aspirations for all and to ensure learners and their families are supported. The values of the Trust are underpinned by the principles of equality, inclusion and commitment to support the well-being of every learner and his/her family in our schools. We have considered a variety of school structures, including academies, but feel that this model best meets our context, needs and values.

Creating a shared Trust will help us to clarify our vision and aims, continue to raise expectations and standards across schools, and make our existing collaboration and associated school improvement strategies more sustainable. We believe that to meet the needs of our communities we need to work together as a community. We know that we can achieve more by working together than we can by working alone. A shared Trust would help to make that belief a reality.

As a co-operative trust, the Trust has adopted the values and principles of the Co-operative Movement. Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. The values of the Trust are underpinned by the principles of equality, inclusion and commitment to support the well-being of every child and their family in our schools. In the tradition of their founders, co-operative members believe in the values of honesty, openness, social responsibility and caring for others.

We have considered a variety of school structures, including academies, but feel that this model best meets our context, needs and values.

Trust Structure and relationship between Trust and School

Each school would appoint two trustees of the Trust. The partners, Calthorpe Academy and Wilson Stuart School who are special school academies, as well as University College Birmingham, University of Birmingham, Hays and the co-operative movement currently represented by the Co-operative College, (representing The Co-operative Movement) would appoint one trustee. The Trust Forum will appoint two Trustees.

Each school proposes that its trustees will be the Head Teacher and either the Chair of Governors or the Chair's nominee.

It is proposed that the Trust would perform in the most effective and democratic manner if it were to be established and operate in accordance with the co-operative values of self-help, self-responsibility, democracy, equality, equity and solidarity. The co-operative model provides a level of community engagement and participation that is essential if the adoption of trust school status is going to achieve the school's

vision for education in the community; it will assist in the promotion of community cohesion.

All parents/carers and learners attending a Trust school are eligible to become members of the Trust. This is also true of all members of staff employed by Trust schools and members of a range of community organisations supporting the work of the Trust. Family members of our pupils and past pupils as well as individuals living or working within the defined community who identify with what the trust is seeking to achieve, can also join the Trust.

Trust Forum

It is proposed to establish a Trust Forum whose members, including parents, staff, learners and representatives of the community – both organisations and individuals - are elected from the respective membership constituency. The purpose of the Trust Forum will be to hold the Trust to account, to help shape policies and to appoint a minority of trustees. The Trust Forum will discuss issues affecting the Trust, make recommendations to the Trustees, and appoint Trustees.

Accordingly, membership of the Trust would be open to anyone approved by the Trustees who is willing to be bound by the provisions of the Trust's constitution and who is eligible for membership of any one of the following five membership constituencies:

- learners attending the School
- parents and carers of those attending the School
- staff working at the School
- members of the local School defined community, including the families of learners.
- local community organisations as appropriate to the School.

There is also an option whereby the Trust can have an additional membership constituency, namely an *alumni* constituency, being drawn from past learners.

The first members of the Trust Forum will be appointed by the Trustees. This is because it is very difficult to get the trust Forum into place until after the Trust is properly up and running. At the Trust's first AGM, the Trustee-appointed members of the Trust Forum step down and are replaced with members elected by the Trust's members if a wider membership has been developed.

The involvement of the partner in this project in no way prejudices its relationships with other education providers.

Trust's input into School's governance

The Trust will appoint a minority of governors two to the Governing Body of the School as defined in Appendix 1 which also shows the proposed constitution.

Trust's charitable purpose and legal status

The Trust's charitable objectives will be to advance the education of the learners in the Birmingham Special Schools Trust with a remit to advance the education of other members of the community and otherwise to benefit the community - it being acknowledged that in carrying out the objects the Trust must (where applicable) have regard to its obligation to promote community cohesion under the Education Acts.

The proposed Trust does not act as a Foundation for any other school at present.

The Trust will influence the future of the school and any other local schools joining the Trust in the future by developing membership of the Trust which will make a difference to learners, staff, the schools themselves and to the local community. It is expected that Trust membership will increase in future years and that the benefits will become available to a larger number of participants.

By developing an ethos of co-operation and local democracy, the proposed Trust is inclusive, community focused and centred on working with its partners and other organisations to raise levels of achievement and aspiration for all learners and their families.

The Trust will promote the well-being, care and education of the Trust's learners by developing sustainable, successful partnerships throughout the Trust in a wide range of activities designed and tailored to raise aspirations and make meaningful contributions to every learner's development including the school improvement process.

The Trust will seek to further raise achievement and aspirations by developing throughout the Trust a strong, collaborative approach including opportunities for joint training, CPD, cross curriculum projects, shared resources, shared coaching, mentoring and evaluation.

The Trust will promote high quality learning for all by working with Trust partners and with all in the Trust to enhance and secure a wide range of opportunities for children, young people and their families both in and out of school hours. Our Trust partners will work with us to provide enhanced family learning and enable us to access resources and expertise which can make these activities sustainable.

The Trust will enable everyone to work together to best provide an improved level of support for families and to enable all our children and young people to play a full part in developing activities within the community. By drawing together planned, coherent and sustainable, and equitably shared development, it will utilise all of the many elements of community to the advantage of all.

The Trust will promote innovation and improvement by collaborating with others to commission services for the benefit of Trust members, and by being commissioned to deliver programmes and promote new approaches to improving school performance.

The Trust will contribute to the advancement of education and raise standards

through the creation of a platform for on-going improvement. The resources and expertise brought to the Trust by the partners will strengthen strategic leadership, increase support, and challenge and consolidate effective monitoring, thereby bringing about rapid improvement in outcomes for students.

All seven schools already work with other local schools. This work will continue so that the entire local area, and not just the schools acquiring the Trust, will offer community cohesion and development for our local communities and will contribute to the diversity of educational provision in the area.

Decision as to Implementation

After carefully considering all responses to these proposals, the Governing Body will decide whether it wishes to acquire the Trust.

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| Chair of Governors Baskerville School | Dated: 26/2/18 |
| Chair of Governors Dame Ellen Pinsent | Dated: 26/2/18 |
| Chair of Governors Fox Hollies | Dated: 26/2/18 |
| Chair of Governors Hamilton | Dated: 26/2/18 |
| Chair of Governors Longwill School For Deaf Children | Dated: 26/2/18 |
| Chair of Governors The Pines School | Dated: 26/2/18 |
| Chair of Governors Uffculme School | Dated: 26/2/18 |

APPENDIX ONE

DRAFT INSTRUMENT OF GOVERNMENT

Instrument of Government

1. The name of the school is Baskerville.
2. The school is a foundation school with a foundation established otherwise than under the School Standards and Framework Act 1998.
3. The name of the Governing Board is “The Governing Board of Baskerville School”.
4. The governing body shall consist of:
 - a) Two parent governors
 - b) One local authority governor
 - c) One staff governor
 - d) The Headteacher*
 - e) Four co-opted governors
 - f) Two foundation governors
5. Total number of governors is 11 *except at any time when the Headteacher has given notice that she/he chooses not to be a governor when the total number of governors shall be 10.
6. The name of the body entitled to appoint foundation governors is
Birmingham Special Schools Co-operative Trust
7. This instrument of government comes into effect on 1st May 2018
8. This Instrument was made by order of Birmingham LEA
on [date].

A copy of the instrument must be supplied to every member of the governing board (and the headteacher if not a governor), any trustees and to the appropriate religious body.

Instrument of Government

1. The name of the school is Dame Ellen Pinsent.
2. The school is a foundation school with a foundation established otherwise than under the School Standards and Framework Act 1998.
3. The name of the Governing Board is “The Governing Board of Dame Ellen Pinsent School”.
4. The governing body shall consist of:
 - a) Four parent governors
 - b) One local authority governor
 - c) One staff governor
 - d) The Headteacher*
 - e) Three co-opted governors
 - f) Two foundation governors
5. Total number of governors is 11 *except at any time when the Headteacher has given notice that she/he chooses not to be a governor when the total number of governors shall be 10.
6. The name of the body entitled to appoint foundation governors is
Birmingham Special Schools Trust Trust
7. This instrument of government comes into effect on 1st May 2018
8. This Instrument was made by order of Birmingham LEA
on [date].

A copy of the instrument must be supplied to every member of the governing board (and the headteacher if not a governor), any trustees and to the appropriate religious body.

Instrument of Government

1. The name of the school is Fox Hollies.
2. The school is a foundation school with a foundation established otherwise than under the School Standards and Framework Act 1998.
3. The name of the Governing Board is “The Governing Board of Fox Hollies School”.
4. The governing body shall consist of:
 - a) Two parent governors
 - b) One local authority governor
 - c) One staff governor
 - d) The Headteacher*
 - e) Four co-opted governors
 - f) Two foundation governors
5. Total number of governors is 11 *except at any time when the Headteacher has given notice that she/he chooses not to be a governor when the total number of governors shall be 10.
6. The name of the body entitled to appoint foundation governors is
Birmingham Special Schools Trust Trust
7. This instrument of government comes into effect on 1st May 2018
8. This Instrument was made by order of Birmingham LEA
on [date].

A copy of the instrument must be supplied to every member of the governing board (and the headteacher if not a governor), any trustees and to the appropriate religious body.

Instrument of Government

1. The name of the school is Hamilton.
2. The school is a foundation school with a foundation established otherwise than under the School Standards and Framework Act 1998.
3. The name of the Governing Board is “The Governing Board of Hamilton School”.
4. The governing body shall consist of:
 - a) Two parent governors
 - b) One local authority governor
 - c) One staff governor
 - d) The Headteacher*
 - e) Six co-opted governors
 - f) Two foundation governors
5. Total number of governors is 13 *except at any time when the Headteacher has given notice that she/he chooses not to be a governor when the total number of governors shall be 12.
6. The name of the body entitled to appoint foundation governors is
Birmingham Special Schools Trust Trust
7. This instrument of government comes into effect on 1st May 2018
8. This Instrument was made by order of Birmingham LEA
on [date].

A copy of the instrument must be supplied to every member of the governing board (and the headteacher if not a governor), any trustees and to the appropriate religious body.

Instrument of Government

1. The name of the school is Longwill A Primary School For Deaf Children.
2. The school is a foundation school with a foundation established otherwise than under the School Standards and Framework Act 1998.
3. The name of the Governing Board is “The Governing Board of Longwill School For Deaf Children”.
4. The governing body shall consist of:
 - a) Two parent governors
 - b) One local authority governor
 - c) One staff governor
 - d) The Headteacher*
 - e) Five co-opted governors
 - f) Two foundation governors
5. Total number of governors is 12 *except at any time when the Headteacher has given notice that she/he chooses not to be a governor when the total number of governors shall be 11.
6. The name of the body entitled to appoint foundation governors is
Birmingham Special Schools Trust Trust
7. This instrument of government comes into effect on 1st May 2018
8. This Instrument was made by order of Birmingham LEA
on [date].

A copy of the instrument must be supplied to every member of the governing board (and the headteacher if not a governor), any trustees and to the appropriate religious body.

Instrument of Government

1. The name of the school is The Pines School.
2. The school is a foundation school with a foundation established otherwise than under the School Standards and Framework Act 1998.
3. The name of the Governing Board is “The Governing Board of The Pines School”.
4. The governing body shall consist of:
 - a) Two parent governors
 - b) One local authority governor
 - c) One staff governor
 - d) The Headteacher*
 - e) Five co-opted governors
 - f) Two foundation governors
5. Total number of governors is 12 *except at any time when the Headteacher has given notice that she/he chooses not to be a governor when the total number of governors shall be 11.
6. The name of the body entitled to appoint foundation governors is
Birmingham Special Schools Trust Trust
7. This instrument of government comes into effect on 1st May 2018
8. This Instrument was made by order of Birmingham LEA
on [date].

A copy of the instrument must be supplied to every member of the governing board (and the headteacher if not a governor), any trustees and to the appropriate religious body.

Instrument of Government

1. The name of the school is Uffculme.
2. The school is a foundation school with a foundation established otherwise than under the School Standards and Framework Act 1998.
3. The name of the Governing Board is “The Governing Board of Uffculme School”.
4. The governing body shall consist of:
 - a) Two parent governors
 - b) One local authority governor
 - c) One staff governor
 - d) The Headteacher*
 - e) Five co-opted governors
 - f) One Associate
 - g) Two foundation governors
5. Total number of governors is 13 *except at any time when the Headteacher has given notice that she/he chooses not to be a governor when the total number of governors shall be 12.
6. The name of the body entitled to appoint foundation governors is
Birmingham Special Schools Trust Trust
7. This instrument of government comes into effect on 1st May 2018
8. This Instrument was made by order of Birmingham LEA
on [date].

A copy of the instrument must be supplied to every member of the governing board (and the headteacher if not a governor), any trustees and to the appropriate religious body.