



United Schools' Learning Partnership

a mutual schools co-operative membership trust

Members of the existing Trust:

Ipplepen Primary School and the Co-operative College

In association with their United Schools' Federation partner schools:

St Michael's C of E Primary School

St Catherine's C of E Primary School

Brixton St Mary's C of E Primary School

Marldon C of E Primary School

and

Kingsteignton School

Consulting Schools:

Copplestone Primary School

Filleigh Community Primary School

Spreyton Primary School

In association with Chittlehampton C of E Primary School

All four schools form the Devon Moors Federation

Public Consultation 2017

Booklet One

Initial Consultation: Booklet One

*Copplestone Primary School, Filleigh Community Primary School
and Spreyton Primary School
(part of the Devon Moors Federation)*

*'Changing from Community School Category to Foundation Trust Category
and acquiring a Charitable Trust'*

The reason for the consultation

The Governing Body of Devon Moors Federation is proposing to change Copplestone Primary School, Filleigh Community Primary School and Spreyton Primary Schools' legal school category from community to foundation, and at the same time acquire a trust known as United Schools' Learning Partnership.

What we would like you to do

We would like to know what you think of our proposals so we invite you to take part in our public consultation. You can do this by:

- a) Reading this booklet. (You may also wish to read *Booklet Two* which provides answers to a number of commonly asked questions). Copies of this will be available from school offices as well as electronically from our websites:
www.devonmoorsfederation.devon.sch.uk, www.copplestone-primary.devon.sch.uk,
www.filleigh-primary.devon.sch.uk, www.spreyton-primary.devon.sch.uk,
www.chittlehampton.devon.sch.uk, www.unitedschoolsfd.co.uk or
www.kingsteignton.school.org
- b) Completing the Consultation Questionnaire you have been sent and returning it to your School;
- c) Attending one of the Consultation Meetings – see details inside for the appropriate meeting.

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Section 1 – Executive Summary

1 The Governing Board of Devon Moors Federation is proposing to change Copplestone Primary School, Filleigh Community Primary School and Spreyton Primary Schools' legal school category from community to foundation and at the same time acquire a trust known as United Schools' Learning Partnership.

1.1 The proposed date of implementation (i.e. the date on which any legal change of category would take place) is 1 February 2018.

1.2 The Devon Moors Federation Governing Board has been looking at the various options available to us in terms of the legal status of our schools. After research and discussion, we decided to explore further the co-operative foundation trust model for our federation. The Governing Board at its meeting on 13 July 2017 decided to take this a stage further by agreeing to consult on proposals for Copplestone, Filleigh and Spreyton primary schools to become Co-operative Trust Schools. Chittlehampton C of E Primary School already has foundation status and so will become a partner school within the co-operative trust.

1.3 The rationale for the change to foundation status of Copplestone, Filleigh and Spreyton primary schools, is that it will allow us to work closely with a group of like-minded schools to improve opportunities and standards for all the children with in our Federation. As a Church of England School, Chittlehampton Primary School already has foundation status, but as part of the Devon Moors Federation the school will continue to work closely with all partners and will be included and working with the USF and Kingsteignton to benefit from the opportunities offered. With the dissolution of Local Learning Communities we need to form partnerships that are based on raising standards, are not limited by geography and maximise opportunities in the ever increasing financial restrictions being placed on schools. Forming a Trust between all the schools will allow for greater co-operation, sharing of expertise and resources, continued cross-school improvement work and will allow other schools, who are willing to uphold the cooperative principles, to join.

1.4 On joining United Schools' Learning Partnership the Devon Moors Federation Governing Board would become the legal employer of staff at Copplestone, Filleigh and Spreyton primary schools and become the Admissions Authority for these schools (this is already the case at Chittlehampton Primary School). Copplestone, Filleigh and Spreyton primary schools' land would transfer across from the Local Authority to the trust where it would be held mutually on behalf of the Devon Moors Governing Board and our stakeholders. The Devon Moors Governing Board will retain day to day responsibility for managing these assets in the same way as it does now.

1.5 What is different about a co-operative foundation trust is that the trust itself is a co-operative. This means that over time stakeholders, be they staff, parents, carers, people who work and live locally and vitally our learners can also join the trust as members. In due course, there will be the opportunity for other groups or bodies such as other schools and educational establishments to join the Trust. This is potentially very important as we believe that this will help us to raise participation and attainment by bringing in new skills, expertise and opportunities from other schools and non-school partners, for example,

Kingsteignton School is a Dementia Friendly School and is developing its expertise in using robots, which it can then share across the trust. The Devon Moors Federation has a proven track record of working collaboratively. We have developed shared systems across all schools as the federation has grown and these are now well established. We have developed outdoor learning across the federation and have specialist staff who share their expertise across the schools. The USF has as strong track record of working in partnership with other schools and as a consequence St Michaels' School was designated as a National Support School by the Department for Education in 2012. All the schools in the United Schools Federation are now "Good" or "Outstanding" having previously been "Requires Improvement". Our Federations are keen to learn from the other schools in the Trust as well as sharing its own expertise.

Another important attraction for us in the co-operative school model is that it will ensure that the historic co-operative values and ethos, as well as its ethical principles and co-operative ways of working are formally embedded in our schools. In many ways we already subscribe to these.

1.6 We will formally enter into the statutory process by issuing our statutory proposals at noon on Thursday 2 November 2017. There will then be a four week statutory consultation period until noon on Friday 1 December 2017. The Devon Moors Federation Governing Board will meet on Thursday 7 December 2017 to consider the outcome of the consultation and decide, in view of all responses, whether to adopt the proposals. If this is decided, the day Coplestone, Filleigh and Spreyton primary schools would join the Trust (the legal implementation date) would be 1 February 2018.

1.7 We would emphasise that no decision has been made as yet, and we would welcome suggestions that might help us to improve our proposals as well as challenge them. Copies of all the consultation documents are available from our School websites (see Contact Details in Section 8).

Section 2 – Visions and Values

2.1 Our vision is to use the strength of the Trust to build on, and strengthen, what our federation and informal partnership working has already achieved. To create a learning community which seeks to improve teaching and learning further, to raise enjoyment, achievement and aspirations for all and to ensure children 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 child and their 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.

2.2 Creating a shared Trust will help us to clarify our vision and aims, continue to raise expectations and standards across our area, 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.

2.3 Key aims for the Trust are to:

- Further improve outcomes for all our learners in all our schools with a strengthened focus on school-to-school self-improvement;
- Support each school to become - and then remain - 'Outstanding';
- 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 school communities thereby impacting positively upon standards.

2.4 As a co-operative trust, the Trust will adopt the values and principles of the co-operative movement (see Appendix B).

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

2.6 We have chosen to become a co-operative trust because these are the values and principles which we feel should underpin our work - with each other and with our children.

Section 3 – What will the Trust do?

3.1 What is the Trust's particular focus?

3.1.1 Promote strong partnerships to ensure that the quality of care and education is consistent and of the highest standard

3.1.2 Facilitate the sharing of knowledge and expertise for the benefit of all learners across the wider community

3.1.3 Engage with new community and business partners to further support the quality of provision

3.1.4 Continue to raise the level of aspirations across our school communities to help better prepare children for their future lives

3.1.5 Support the development of leaders at all levels so that high quality leadership is distributed throughout the Trust.

3.2 Every school that joins the United Schools' Learning Partnership will widen the range

and quality of active partner groups who will be able to add to both the corporate strength of our co-operative school trust, as well as to the individual strengths of each school and the community they serve. The trust schools will thus be enabled to build on their strengths and track record seen in the provision of high standards and outstanding partnership and collaborative working within the community. The Trust will enable and strengthen a coherent vision in order to improve outcomes for our community's children through shared support and appropriate challenge.

3.2.1 The Trust partnership provides a framework to support autonomy whilst retaining strong accountabilities and roots within the local community. This is at the heart of localism.

3.2.2 The Co-operative Movement has extensive experience in supporting educational establishments to develop and embed a co-operative, values-driven ethos both within and across schools and across the whole curriculum. It also helps to bring a global dimension to school and community perceptions through national and international links with other co-operative educational institutions and organisations. Initially, it will be represented by The Co-operative College which is the education arm of the movement of 6,000 co-operatives in this country. The Trust is working to identify a suitable long-term co-operative partner for the trust from the Co-operative Movement. Being a co-operative trust school will also allow us to become members of the Schools Co-operative Society (SCS). SCS is the network of schools across England and is itself a co-operative of co-operative schools. Being part of a national, regional and local co-operative schools' organisation will be of assistance as we navigate our school through the rapidly changing educational landscape facing all mainstream schools. We will also be able to participate in a strong international network of co-operative schools.

3.2.3 The Trust is keen to explore links with other partners from the public, voluntary and commercial sectors that can help to further its aims. Charitable status and existing partnerships will help in identifying suitable partners.

3.3 How will the Trust make a difference?

3.3.1 Joining and developing the Trust will focus the minds and energies of all partners on the task of raising attainment and increasing opportunities for enjoyment and achievement across our school communities.

3.3.2 By bringing coherence and continuity to lifelong learning at a time when Local Authority services are diminishing and schools increasingly find themselves working alone, the Trust provides the means of bringing local schools together to serve a common purpose and to provide continuous pathways.

3.3.3 By making efficient and effective use of resources, the Trust will provide schools with significant collective bargaining power in their negotiations with suppliers of goods and services. This will enable them to secure best value and prioritise funding for teaching and learning. It will also encourage schools to pool expertise and resources to enable them to maximise the benefits for staff and learners.

3.3.4 By providing the motivation of membership, a number of partnerships have demonstrated the value of treating stakeholders as members. The Trust will extend the offer of membership to parents/carers, learners, employees and local community groups and individuals. This will have the value not only of identifying specific benefits for each of these groups, but also enlisting their support in achieving the aims of the Trust.

Section 4 – How does the Trust work?

4.1 The Trust is a charitable company meeting the legal and other requirements of the Department for Education (DfE). It will carry out its duties in relation to schools as set out by the DfE, specifically by appointing two governors to the Devon Moors Federation Governing Board and by holding the land mutually in trust for Copplestone, Filleigh and Spreyton school communities.

4.2 The Trust is regulated by the Secretary of State (as are all educational trusts and academies) and by the DfE and is registered as a company limited by guarantee with Companies House.

4.3 Trustees are not able to derive an income from the Trust, but the Trust may become an employer as it develops its work. Any income generated by the Trust must only be used to support its charitable aims. The Trust will not seek to alter the individual characteristics of member schools and it will not seek to change the character (religious or otherwise) of partner schools.

4.4 The Trustees meet a minimum of 3 times a year (co-ordinated with existing school governance arrangements as required).

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

4.6 The Trust Board is made up of representatives from schools, partner institutions and the membership – via a representative Forum that will be established - generally known as the Stakeholder Forum.

4.7 The Trust has an ethos of co-operation and democracy consistent with co-operative values. It will seek to empower learners and their community and help children prepare for the challenges facing them as global citizens.

Section 5 – Foundation Trust Status

5.1 To facilitate the organisation of the Trust, community schools without a trust (as Copplestone, Filleigh and Spreyton primary schools currently are) need to alter their legal category to become Foundation schools with a trust acting as their legal foundation. In acquiring foundation trust status, Devon Moors Federation Governing Board - and not the Trust - will continue to be responsible for the employment of staff, the admission of pupils to

the schools, the schools' budget and their assets. However, a key function of the Trust will be to hold Copplestone, Filleigh and Spreyton primary schools' land mutually in trust for the Devon Moors Federation Governing Board. The Devon Moors Federation Governing Board will retain day to day responsibility for managing the land, as is presently the case.

5.2 Existing and new staff will continue to work under the terms of the 'School Teachers' Pay and Conditions Document' (STPCD). The Devon Moors Federation Governing Board will set out the terms and conditions for new support staff which will be no less favourable than those enjoyed by existing staff. All staff will therefore enjoy as a minimum the same terms and conditions of employment as currently in place.

5.3 Schools will continue to teach the National Curriculum and be inspected by OFSTED at appropriate times.

5.4 The Devon Moors Federation Governing Board will continue to have day to day control of Copplestone, Filleigh and Spreyton primary schools' land and assets as is presently the case.

5.5 The schools will work in collaboration with the Local Authority in ensuring strict adherence to the Schools Admissions Code while reserving the legal right to review admission arrangements if deemed appropriate.

Section 6 – What Foundation Trust Status will mean for:

- a) Parents and Carers;
- b) Learners;
- c) Employees;
- d) The Wider Community.

Admissions

6.1 Copplestone, Filleigh and Spreyton primary schools will remain part of the Local Authority's family of maintained schools. They will continue to have a fair admissions policy and not introduce selection by ability or according to which particular school a child attends.

6.2 Parents will apply for places at Copplestone, Filleigh and Spreyton primary schools as part of the Local Authority process and the schools will continue to work with the Local Authority to ensure that pupil places are given fairly in line with the published admissions criteria. However, the schools will continue to reserve the right to review admissions arrangements as deemed appropriate.

Composition of Governing Boards

6.3 In line with the School Governance (England) Regulations 2012 and the School Governance (Constitution and Federations) (England) (amendment) Regulations 2016, the Devon Moors Federation Governing Board will have a minority of governors

appointed by the Trust, known as foundation governors. This will help to ensure that there is a good link between the Trust and the Devon Moors Federation Governing Board.

The Devon Moors Federation Governing Board would therefore be composed of:

- Two Parent Governors;
- One Local Authority Governor;
- One Staff Governor;
- The Executive Headteacher;
- One Co-opted Governor;
- Four foundation governors (Diocese)
- Two foundation governors appointed by United Schools' Learning Partnership

Membership of the Trust

6.4 All parents/carers and children attending a school within a trust are eligible to become members of the Trust. This is also true of all members of staff employed by schools within the Trust 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 locally who identify with what the trust is seeking to achieve can also join the Trust.

6.5 The United Schools' Learning Partnership is planning to establish a Trust Forum whose members, including parents, staff, learners and representatives of 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.

6.6 In keeping with the co-operative tradition, the Trust is looking to identify a range of benefits to members which would be consistent with the aims of the Trust.

Employee Terms and Conditions

6.7 Co-operative Trust schools continue to recognise the same unions and professional associations. The existing rights of teachers will be fully protected if Copplestone, Filleigh and Spreyton primary schools acquire a Trust. The schools will continue to be bound by the School Teachers' Pay and Conditions Document.

6.8 The Devon Moors Federation governing board will set terms and conditions for support staff at the three primary schools. However, these will be safeguarded as per the prescribed regulations and the same employment rights they currently have as Local Authority employees, will be maintained.

6.9 Employees will still be represented on the Devon Moors Federation Governing Board, but in two categories going forward. One will continue to be elected by their

colleagues, others can also be co-opted onto a governing board. There will still be representatives from parents, the community and the Local Authority as is currently the case, together with the two foundation governors nominated by the Trust.

6.10 Under the terms of the 2013 regulations referred to above, all staff will continue to enjoy as a minimum entitlement the same terms and conditions of employment as staff in any maintained school.

Section 7 – The Consultation Process

7.1 We would like to know what you think about the proposals contained in this booklet.

7.2 You can take part in the consultation by:

a) Attending one or more of the consultation meetings below;

b) Completing a Consultation Questionnaire and returning it to your school. These are also available electronically on the schools' websites – see details in Section 8 below.

7.3 The full consultation meetings programme is as follows:

Audience	Date	Time	Venue
Trade Union Representatives	Monday 13 November 2017	1.30pm	Copplestone Primary School
Parents/Carers	Monday 13 November 2017	2.15pm	Copplestone Primary School
Staff	Monday 13 November 2017	4.30pm	Copplestone Primary School
Public inc parents and carers	Monday 13 November 2017	6.00pm	Copplestone Primary School
Parents and Carers inc public	Tuesday 14 November 2017	6.00pm	Spreyton Primary School
Parents and Carers inc public	Wednesday 15 November 2017	6.00pm	Filleigh Primary School

Learners will be consulted via **Student Voice/Student** Council and assemblies.

7.4 You can comment on the proposals at any time from 30 October 2017 to noon on Friday 1 December 2017.

7.5 After the statutory consultation is closed, all written comments will be considered and a report will be prepared for the Devon Moors Federation Governing Board. This report will be made available on the school websites. It will be available for inspection by

stakeholders on request. The Devon Moors Federation Governing Board will hold a meeting to review the report and all the comments made before reaching an informed decision.

7.6 The Devon Moors Federation Governing Board may decide to:

- Adopt the proposals;
- Modify the proposals in the light of suggestions made during the consultation and if the changes are significant, consult again on the changes;
- Pause the process;
- Decide not to proceed, with Copplestone, Filleigh and Spreyton primary schools remaining as a Community Schools

7.7 The proposed implementation date for joining the Trust is 1 February 2018

Section 8 – Contact details

If you have any queries about anything you have read here or require copies of any of the consultation documents, please contact the School Offices.

Copies of the Statutory Notice and Statutory Proposals (when published), all consultation documents and the Report to Governors on the outcome of the Consultation (when published) can also be accessed on the school websites:

www.devonmoorsfederation.devon.sch.uk, www.copplestone-primary.devon.sch.uk,
www.filleigh-primary.devon.sch.uk, www.spreyton-primary.devon.sch.uk,
www.chittlehampton.devon.sch.uk, www.unitedschoolsfd.co.uk or
www.kingsteignton.school.org

Section 9 - Appendices

Appendix a) – List of Consultees

As part of the consultation process, the Devon Moors Federation Governing Board is consulting with the following:

- Children currently enrolled at Copplestone, Filleigh, Spreyton and Chittlehampton primary schools
- Parents and Carers of children at Copplestone, Filleigh, Spreyton and Chittlehampton primary schools
- All staff currently employed at Copplestone, Filleigh, Spreyton and Chittlehampton primary schools
- Local Primary Schools in South Molton and Crediton
- Pre-schools

- Local Teacher Associations and Trade Unions representing support staff
- Devon Local Authority
- Diocese of Exeter

Appendix b) – Co-operative Values and Principles

The Values and Principles embraced by today's worldwide co-operative movement have evolved from the ideals of the early co-operators of the 19th century. They are embodied in the Statement of the Co-operative Identity published by the International Cooperative Alliance - <http://ica.coop/en/whats-co-op/co-operative-identity-values-principles>.

Co-operative Values

Self-help: In co-operatives, people help each other whilst helping themselves by working together for mutual benefit.

Self –responsibility: Individuals within co-operatives act responsibly and play a full part in the organisation

Democracy: A co-operative will be structured so that members have controls over the organisation – one member, one vote.

Equality: Members will be treated justly and fairly.

Solidarity: Members will support each other and other co-operatives.

Ethical Values: In the tradition of their founders, co-operative members believe in the ethical values of: honesty, openness, social responsibility and caring for others

Co-operative 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 cooperative. 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; benefitting 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 the cooperatives. 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 the communities through policies approved by their members.

