

FOUNDATION AND TRUST SCHOOL STATUS DECISION MAKING TOOLKIT

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FOREWORD

These materials have been produced to help co-ordinators of governor services in supporting governing bodies that wish to explore the possibilities and implications of foundation and trust school status.

They have been developed by co-ordinators of governor services from across the country, working with Karen Mort from the Foundation and Aided Schools National Association.

The materials are designed to provide a framework within which the governing body reaches the right decision for its own particular school at a particular time – which may or may not be to seek foundation or trust status. For this reason, the materials also contain some background information on other options that may be more appropriate to a school's particular needs, including “hard” or “soft” federation with another governing body or bodies.

I am very grateful to all members of the working group that has developed these materials – David Bowen, Susie Hall, John Hesketh, Brenda Steel and Karen Mort. Karen's involvement is particularly appreciated as she provided an invaluable perspective and input as the headteacher of a foundation secondary school.

Once again, I am also very grateful to another of our national partners, Aspect, for their assistance in designing and publishing these materials.

I hope that colleagues will find these materials useful and will provide feedback to NCOGS so that they can be kept up-to-date and fit for purpose.



Helen Richardson

Chair of NCOGS (National Co-ordinators of Governor Services)

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FOUNDATION AND TRUST SCHOOL STATUS DECISION MAKING TOOL

How to use this decision making tool

The tool consists of materials that are intended to support the governing body in determining the right course of action for its own school and to offer links to practical information directly relating to the issues raised.

As such, they should help the governing body develop its own priorities, with appropriate inputs from other partners. They are not designed to deliver an imposed direction.

The materials are split into the following sections, each of which can be used differently.

Getting started

This section is designed to assist governors in deciding how they wish to organise consideration of foundation and trust status and the other options available to them.

A. Where are we now?

This section is designed to help governors review their current priorities and long-term aspirations for the school, the school's current and potential partners and the school's capacity for radical change.

This section provides the basis for a structured discussion amongst the governing body and senior staff.

This activity may benefit from facilitation by someone from outside the school so that all the governors, relevant staff and other stakeholders can contribute on an equal basis.

B. What are the options?

This section provides outline information on the options that are available in terms of the school's status (e.g. community, foundation, trust). It also provides a structure for governors to appraise the options in relation to the outcomes from section A.

The information on the options appraisal might form the basis of a presentation or might simply be read by governors. The options appraisal activity provides the basis for a structured discussion amongst those involved.

This activity may benefit from facilitation by someone from outside the school so that all participants can contribute on an equal basis.

C. Becoming a foundation or trust school

This section provides an overview of the process for becoming a foundation or trust school with links and pointers to more detailed information.

This section could provide the basis for a presentation or might simply be read by governors.

Local authorities may wish to add their own information, or links to websites, to this section.

GETTING STARTED

This section is designed to assist governors in deciding how they wish to organise consideration of foundation and trust status and the other options available to them.

Before starting, governors will need to consider how they are going to approach this exercise:

- 1. Who should be involved:**
 - a. full governing body; committee or working party?
 - b. other partner organisations?
 - c. a facilitator?

- 2. Do you need any additional information?**

E.g. Local Authority Strategic Plan

(NB any change in status would have to be a decision of the full governing body).

Section A

WHERE ARE WE NOW?

Governors may wish to explore these areas before considering the appropriate course of action for their school(s).

Relevant documents may include the School Evaluation Form (SEF), the School Development/Improvement Plan, the local authority's strategy for school organisation and the Children and Young People's Plan.

1. Community and Partners

- (i) What is the school's community?
Appendix A1 will help with the governors to identify the key features of the school's community.
- (ii) Does the school work closely with any partners (e.g. providers of extended services, the local authority, diocese, further and higher education, businesses or voluntary organisations)?
- (iii) Do we foresee any changes in the school's community?
- (iv) Do we foresee any changes in the school's partners – perhaps in who the partners are, or what they provide for the school or the benefits they want from the partnership?

2. Our future direction

- (i) Does the governing body have a good understanding of how it wants the school to develop and what it wants the school to achieve over the next five years?
- (ii) What does the governing body see as the school's priorities during this time and beyond?
- (iii) What implications (if any) do these have for the school's stakeholders, choice of partners and its relationships with them? Does the school need to change category to achieve this?

There is background information about current national trends in Appendices A2 and A3.

3. Our capacity for radical change

- (i) Does the school have the capacity at this time to carry out a change in category?
- (ii) Would a change in character enhance the development of the overall objectives?
- (iii) Have there been any discussion/consultations with staff or with any of the school's partners about a possible change of character and what responses have been received?

Section B

WHAT ARE THE OPTIONS?

There are two main sets of options that are open to the governing body.

1. Whether to change the school's legal category

Governors may wish to retain the school's current legal category (e.g. community, community special, voluntary controlled or voluntary aided);

or

to seek foundation or trust school status.

2. Whether the school should enter a soft/hard federation with another school(s)

Governors may wish not to retain the current position **or** to take up one of these options:

Formal collaboration: to remain with a single governing body, but to form a joint committee with one or more schools (a "formal collaboration" or "soft federation");

Federation: to federate with one or more other schools (a "hard federation") – this will mean that there is one governing body for all the schools in the federation.

N.B. These are two separate decisions:

- *schools that opt for a soft or hard federation with another school(s) may or may not choose foundation or trust status;*
- *foundation or trust schools may or may not choose to be part of a federation.*

Appendices B1-4 provide information about the key features of foundation/trust status, formal collaboration and federation.

Appendix B 5 provides a tool for assessing these various options

Section C

BECOMING A FOUNDATION OR TRUST SCHOOL

This section provides an overview of the process of becoming a foundation or trust school and gives information about other sources of information that are relevant.

Sources of Information

The DCSF's "**Guide to the Law for School Governors**", chapter 19, provides a useful overview of the process:

<http://www.governor.net.co.uk/publishList.cfm?topicAreaId=26>

Most other relevant documents can be accessed from the website of the Trust and Foundation Schools Partnership (TFSP), <http://www.trustandfoundationschools.org.uk/governors/>, which is maintained by FASNA (Foundation and Aided Schools National Association), Youth Support Trust, iNET (international Networking for Educational Transformation) and SSAT (Specialist Schools and Academies Trust):

<http://www.trustandfoundationschools.org.uk/governors/>

The documents on the TFSP website include the DCSF's "**Trust Schools Toolkit**" which is an invaluable detailed guide to the process of becoming a foundation/trust school.

The TFSP website also includes a very helpful **project planner** (a completed version of this is Appendix C2 of these materials).

Further information is also available from:

- DCSF School Organisation website:

<http://www.dcsf.gov.uk/schoolorg/>

- Charity Commission website:

<http://www.charity-commission.gov.uk/>

Overview of the Process of Becoming a Foundation/Trust School

The following timetable shows the process of becoming a foundation/trust school. It identifies each stage and provides pointers to useful support materials.

References to "Toolkit" are to the DCSF's "Trust Schools Toolkit". References to "TFSP website" are to the website of the Trust and Foundation Schools Partnership (see page 8).

Activity

Supporting Materials Timescale

Information-gathering and reflection

- Review school's current position and vision for the future
- Consider the options available
- Identify potential partners (if considering trust status)

Sections A and B of these materials ● 3-6 months
Toolkit: Stage 1
TFSP website (business partners)

Decision to move towards foundation/trust status

- Formal decision by GB to move towards foundation/trust status
- Inform LA (and diocese if a controlled school) by letter of date and time of GB meeting to agree to consult on foundation/trust status
- Begin discussions with LA about implications for both parties if school does become a foundation/trust school

Toolkit: Stage 1 ● One week

Initial work on setting up a trust (if appropriate)

- Approach partners and agree memorandum of understanding
- Agree shape of trust membership
- Begin work on memorandum and articles of association (documentation setting up the trust)

Toolkit: Stage 1 ● 6 weeks
TFSP website (business partners and legal documents)

Preparation of consultation

- Draft consultation document
- Secure agreement of partners to document (if seeking trust status) – including formal agreement of all relevant governing bodies.

Toolkit: Stage 2 ● 3 weeks (longer if timetable of GB meetings requires this)

Consultation

- Consultation document published and public meetings held

Toolkit: Stage 3 ● 4 school weeks (legal minimum period)

Review of Consultation

- Consultation document published and public meetings held
- Review of Consultation
- Responses to consultation analysed and report of conclusions presented to governing body
- Formal decision by GB to proceed/not with statutory proposal for foundation (and trust) status, as appropriate.

Toolkit: Stage 2 ● 3 weeks (longer if timetable of GB meetings requires this)

Preparation of statutory proposal

- Draft statutory proposal
- Secure agreement of partners to proposal (if seeking trust status) – including formal agreement of all relevant governing bodies.

Toolkit: Stage 3 ● 3 weeks (longer if timetable of GB meetings requires this)

Statutory Proposal

- Statutory proposal published. Public meetings may be held
- LA decides whether to refer proposal to schools adjudicator

Toolkit: Stage 3 ● 4 weeks (legal minimum period)
TFSP website (example statutory notice)
DCSF School Organisation website (advice re statutory notice)

<p>Review of Statutory Proposal</p> <ul style="list-style-type: none"> ● Responses to proposal analysed and report of conclusions presented to governing body ● Formal decision by GB to acquire/not foundation (and trust) status, as appropriate. ● Inform parents and other consultees of decision 	<p>Toolkit: Stage 4</p>	<ul style="list-style-type: none"> ● 3 weeks (longer if timetable of GB meetings requires this) ● Legal requirement to decide whether to acquire trust status within 6 months of publishing proposals
<p>Instrument of Government</p> <ul style="list-style-type: none"> ● New instrument required for each school in trust. The school becomes a foundation school on the implementation date of the Instrument ● New instrument drafted by GB and ratified by local authority 	<p>Toolkit: Stage 5</p>	<ul style="list-style-type: none"> ● 4 weeks
<p>Trust established as a company (Trust meets)</p>	<p>Toolkit: Stage 5 TFSP website (legal documents)</p>	<ul style="list-style-type: none"> ● 5 weeks

Implementation date for foundation status/trust

<p>Implementation of new Instrument of Government</p> <ul style="list-style-type: none"> ● Removal of any surplus places on GB ● Appointment of governors representing foundation/trust 	<p>Toolkit: Stage 5</p>	<ul style="list-style-type: none"> ● Within 3 months of implementation date
<p>Transfer of responsibilities from LA to GB</p> <ul style="list-style-type: none"> ● Land transfers to GB/trust ● Staff transfer to employment by GB. (Over next year, staff contracts updated and personnel policies updated). ● GB and LA pass resolutions that allow support staff to remain part of local government pension scheme ● GB decides whether to amend terms and conditions for new support staff ● GB becomes admission authority from start of next admission cycle. By March 1, GB considers admission arrangements and consults on policy in line with statutory requirements 	<p>Toolkit: Stage 5 TFSP website (DCSF documents and role of trustees)</p>	<ul style="list-style-type: none"> ● Staff must transfer within 3 months and land within 6 months.

Appendix C1 is a timeline showing the stages in becoming a foundation school and the minimum amounts of time required at each stage.

Appendix C2 is a project planner showing the various stages in achieving foundation/trust status and the amount of time required in practice to do this. This example is from the creation of the Bridgwater Education Trust in Somerset. A blank version of the planner is posted on:
<http://www.trustandfoundationschools.org.uk/docs/Project%20plan%20for%20acquiring%20trust%20status.ppt>

Appendix C3 is a table showing the structure of the Bridgwater Education Trust.

Appendix A1

PROFORMA: WHERE ARE WE NOW?

This proforma gives the basis for a discussion of the key characteristics of the school and prompts discussion on the views of other key partners.

This document should be completed as an assessment of where you are currently and not what the school might be doing to address some of the matters. However, “where school wants to be” might indicate a need for change where joining a Federation or becoming a Trust school may contribute to the solution.

This is not an exhaustive list and governing bodies may wish to add other characteristics.

A version of this table which can be downloaded and amended is published on the NCOGS website, www.ncogs.org.uk.

Characteristic	Currently	In the future
Category Primary/Secondary/Special		
Size		
English as a Second Language		
Social Disadvantage		
Ethnicity		
Free School Meals		
Level of Special Educational Needs Effectiveness		
Extended Services – Pupils		
Extended Services – Family support Specialism		
Any links with: - Other schools - Other providers - Other agencies		
School awards: - Healthy School - liPupils - liP		
How do you gather views of pupils? How do you gather views of Parents and other stakeholders?		
How do these views contribute to your planning?		
Have there been any changes in the above over the last twelve months or so?		

Appendix A2

FACTORS DRIVING CHANGE IN THE SCHOOLS SYSTEM

In considering the issues discussed in this document, governors may find it helpful to reflect on the wider context of factors driving change in the education system.

The starting-off point for any change in education should be improved outcomes for children and young people. This involves both the efforts to raise standards of achievement and the wider Every Child Matters (ECM) agenda where all services should be working towards the five key outcomes for children and young people:

- Staying safe;
- Keeping healthy;
- Enjoying and achieving;
- Making a positive contribution to the community;
- Achieving economic well-being.

For many schools, this has led to the increased importance of partnerships with other schools and organisations, e.g. to:

- Improve pupils' transition at 7, 11, 16 and 18;
- Provide a wider range of subjects and courses for children and young people, particularly in the secondary sector (e.g. in relation to diplomas);
- Share curriculum expertise;
- Offer children and young people a more personalised curriculum, better suited to their particular needs and talents;
- Provide a range of extended services for the local community.

Many schools are also recognising the changing demands on headteachers and other school leaders, especially in the primary sector.

Particularly in small schools, it is becoming increasingly difficult for headteachers to be responsible for developing the strategic direction of the school, taking day-to-day responsibility for both all the management issues that face them and providing leadership of teaching and learning. This problem is often exacerbated by falling rolls and the

budget issues that these can bring.

One response to this phenomenon has again been increased collaboration between schools, sharing leadership and management capacity. For example, some schools have made joint appointments of business managers or other specialist non-teaching staff. Others have made arrangements to appoint a joint or executive headteacher with oversight of several schools, leaving day-to-day responsibility for each individual school to a specific member of the school leadership team based at the particular school.

In some cases, a further spur to such collaboration has been difficulty in recruiting or retaining headteachers and other school leaders.

There is also a wider political context in which Governments since 1988 have been promoting individual school autonomy and changing their expectations of local authorities. At present, local authorities are expected to see themselves primarily as commissioners of education and not as the providers of services. This does not mean that local authorities cannot provide services to schools, but this is not seen as their principal priority and such services must be funded by the schools using them.

Government also wants to see a greater diversity of school – by which it means diversity of legal character as well as diversity of school ethos.

This is illustrated by the following quotations:

“The Government’s aim is to transform our school system so that every child receives an excellent education – whatever their background and wherever they live. A vital part of the Government’s vision is to create a more diverse education sector offering excellence and choice, where each school has a distinctive character and

ethos. We know that schools work best when taking responsibility for their own school improvement, working closely with other schools and external partners” (“Trust School Proposals: A Guide for Local Authorities and Governing Bodies”. DfES 2007).

“A school that builds on its individual strengths and develops a clear sense of its own ethos and character is more likely to be a successful school. The school diversity programmes promote school improvement by providing opportunities for schools to work to their strengths, enabling them to take the lead in their area of expertise and to drive innovation” (DCSF, School Standards Site).

Further information can be found at

School Organisation Unit
www.standards.dfes.gov.uk

You may also find it useful to visit the following sites:
www.fasna.org.uk (The national forum for Foundation and Aided Schools)
www.trustandfoundationschools.org.uk/ (provides support for schools considering Trust Status)

Appendix A3

THE CHILDREN'S PLAN'S VISION FOR THE 21ST CENTURY SCHOOL

December 2007

Schools play a central role in helping children achieve their potential and enjoy their childhood. A school's distinctive contribution is in excellent teaching and learning, ensuring children achieve. But schools are also places where children develop confidence, self-respect and respect for others, learn about teamwork and leadership, and about responsibility and successful relationships.

Schools are a vital community resource. Almost all children and young people spend time in school, both during the school and outside it. Most families trust and are familiar with their school, and schools are also accessible to the wider community. Schools can, therefore, offer wider opportunities for children, young people and their families to take part in sport or cultural activities as well as learning.

Because schools know their pupils well, and understand what opportunities they need and what may prevent them from succeeding, there are places where emerging problems can be identified and addressed early and swiftly, either by the school itself or by engaging specialist help.

The 21st century school is a school that excels in each of these dimensions. It provides an excellent education and by personalising learning does not compromise in its mission to see each child achieve all of which he or she is capable. But it also actively contributes to all aspects of a child's life - health and wellbeing, safety and developing the wider experiences and skills that characterise a good childhood and set a young person up for success as an adult. It contributes to these wider areas because they help children achieve, but also because they are good for children's wider development and part of a good childhood.

The school actively engages and listens to parents, makes sure their views shape school policies, and works with

them as partners in their child's learning and development.

It looks beyond the pupils on its roll, and works in partnership with other schools to ensure education in the local area is as good as it can be. It plays a central role in the wider community, opening its facilities for the benefit of families and others, and is conscious of its role in a sustainable society.

Every child should have a personal tutor, someone in the school who knows them well, helps them to identify and plan to meet their ambitions and to act quickly if problems emerge, talking to parents and bringing in other support where necessary.

The 21st century school can only fulfil its potential if it can rely on other, often specialist, services for children being there when needed - including health (for example, mental health and speech and language therapy), early years and childcare, behaviour, youth, and crime prevention services. It needs to be an active partner in planning and delivery arrangements under Children's Trusts, helping to define the priorities for their local area, and agreeing how the whole pattern of local services best fits together to meet need.

If we are to achieve our 2020 goals for children and young people, every school will need to realise this vision of a 21st century school.

Appendix B1

COMPARISON OF CATEGORIES OF SCHOOL

	Source of Funding for Running costs	Employer	Ownership of Land & Buildings	Responsibility for Admissions	
Community	LA	LA	LA	LA	Maintained State Schools
Voluntary Controlled	LA	LA	Normally charitable foundation	LA	
Voluntary Aided	LA	Governing Body	Normally charitable foundation	Governing Body	
Foundation (trust schools)	LA	Governing Body	Governing Body / Charitable Foundation	Governing Body	
Special Schools	LA	Can be either a community or foundation special school so rules apply as above			
Academies	Mainly DCSF Some from LA for SEN	Governing Body	Academy Trust (company)	The academy in agreement with DCSF	Independent Schools
Independent	Fees	The School	The School	The owner / sponsor	
City Technology Colleges	DCSF	City Technology College	Educational trust established by sponsors	City Technology college	
Non-Maintained Special Schools	Fees paid by LAs. Some DCSF Grants	The School	The charitable trust	The School	
Registered Independent Special School	Fees paid by LAs or parents	The School	The School	The School with Sec of State approval	

Appendix B2

KEY FEATURES OF FOUNDATION AND TRUST STATUS

- Technically, Trust Schools are foundation schools (a category created in 1998), with a charitable trust as the foundation.
- Foundation or Trust Status is proposed by the relevant governing body. There must be a consultation process lasting a minimum of six weeks plus the publication of statutory notices.
- It is possible for the Trust to be dissolved – DCSF recommends that Trusts should last for at least five years. Foundation status is not affected if the Trust is dissolved.
- Foundation schools remain local authority maintained schools. The powers and responsibilities of their governing bodies are similar to those of a voluntary aided school.
- As foundation schools:
 - the governing body is the employer of staff at the school;
 - the governing body is responsible for admissions to the school, within the framework set by the statutory Code of Practice;
 - the governing body owns the school's buildings and land;
 - there is no special funding for Trust Schools – they receive resources through the local authority's formula, like any other maintained school.
- Where foundation schools form a Trust, this is a partnership representing the school(s) and other organisations, e.g. colleges and universities, businesses, voluntary bodies, the local authority and other public sector bodies.
- The Trust will appoint Trustees to manage the Trust.
- The Trust holds the land and buildings in trust on behalf of the governing body but these are still managed by the governing body. They revert to the governing body if the Trust is ended and to the local authority if the Trust closes.
- The governing body decides its own composition, within statutory principles. They can opt for the majority of governors to be appointed by the Trust, but DCSF expects this to be exceptional.
- In most cases, the governing body will include a minority of foundation governors appointed by the Trustees. An example, where the governors at the school number 15, is provided in the table below:

Category of Governor	Statutory Principle	An Example
Parents	At least one-third	5
Local Authority	At least 1 and no more than one-fifth	2
Staff (including the headteacher)	At least 2 and no more than one-third	3
Community	At least one tenth	3
Foundation (appointed by the Trustees) Category of Governor	At least 2 and no more than 45%	2

- Where the governing body decides that the majority of foundation governors should be appointed by the Trustees, the places for foundation governors must outnumber the places for all other governors by at least two. At such schools, the governing body must set up a Parents' Council.

Further information can be found at School Organisation Unit website
www.dcsf.gov.uk/schoolorg/guidance.cfm?id=25

Appendix B3

KEY FEATURES OF FORMAL COLLABORATION

(i.e. “soft federation”, with a joint committee made up of governors from two or more schools)

- Governing bodies may set up joint committees with responsibilities in relation to any activity that the School Governance (Procedures) Regulations state can be delegated to a committee of governors.
- The School Governance Regulations apply to joint committees in exactly the same way as to committees of individual governing bodies, with some minor exceptions.
- The governing bodies setting up the joint committee must set out the responsibilities and terms of reference that are delegated to the committee.
- The joint committee sets its own quorum (within the legal framework of a minimum of three governors), appoints its own clerk (who may not be one of the headteachers of the schools involved) and appoint their own chair.
- Joint committees may appoint people who are not members of the governing bodies of the relevant schools as associate members of the committee. Associate members can attend meetings and contribute to discussions; the committee may also agree to give them voting rights (except in relation to admissions, pupil discipline, election or appointment of governors, the budget and financial commitments of the governing body).
- Joint committees are often given responsibilities in relation to extended services provided at a cluster of schools, a joint initiative being taken by the schools or to appoint staff to work across the schools concerned (including a single headteacher or other member of the leadership group).

*Further information can be found in “Guide to the Law for School Governors” (DCSF), especially chapter 3:
<http://www.governor.net.co.uk/publishList.cfm?topicAreald=26>*

Appendix B4

KEY FEATURES OF FEDERATION

(i.e. “hard federation, with a single governing body for two or more schools)

- A federation is a group of two or more schools with one governing body.
- Federations are sometimes referred to as “hard governance federations” and have been possible since September 2004.
- Federations must be proposed by the relevant governing bodies. There is a statutory consultation process and period.
- There is also a process for dissolving the federation if the governing body decides.
- The schools in a federation are linked by contractual arrangement. This means that they retain their own identity – for example, their own DCSF Number, delegated budget, standards fund allocations, admissions arrangements and legal character - and are inspected separately (though sometimes at the same time).
- Schools in a federation may each have their own headteacher or the governing body may appoint one headteacher for all schools in the federation. It is also possible to retain headteachers for each school and to appoint a co-ordinating Chief Executive (or other title – the role is non-statutory).
- Staff in a federation are, formally, employed at one or other of the schools in the federation, but the governing body may agree that they should be deployed across the federation.
- Once the federation is set up, staff may be appointed to work across all the schools in the federation.
- Any staffing changes including the restructuring of senior posts and any variations to contracts, or conditions of service must be carried out in accordance with employment law.
- Whilst each school retains its own budget, resources may be pooled for cross-federation work.

Further information can be found at
<http://www.governor.net.co.uk/publishList.cfm?topicAreaId=26>

Appendix B5

OPTION APPRAISAL

Individual governing bodies will need to consider the likely benefits and drawbacks of each of the options available in the context of their own schools and their own schools' priorities and aspirations for the future.

The table on the next page is intended to provide a format for this process.

Governors are invited to look back at their conclusions from Section 2 of these materials ("Where are we now?") and to consider how each option may or may not help the school to attain its aspirations for children, young people and the school's community.

The table on the next page contains pointers to some of the potential considerations in relation to each option.

Governors may wish to add to these, delete some/all or to amend them on the basis of their conclusions from section 2.

Alternatively, they may prefer to delete all the pointers given in the table and to start with a clean sheet. A version of this table which can be downloaded and amended is published on the NCOGS website, www.ncogs.org.uk.

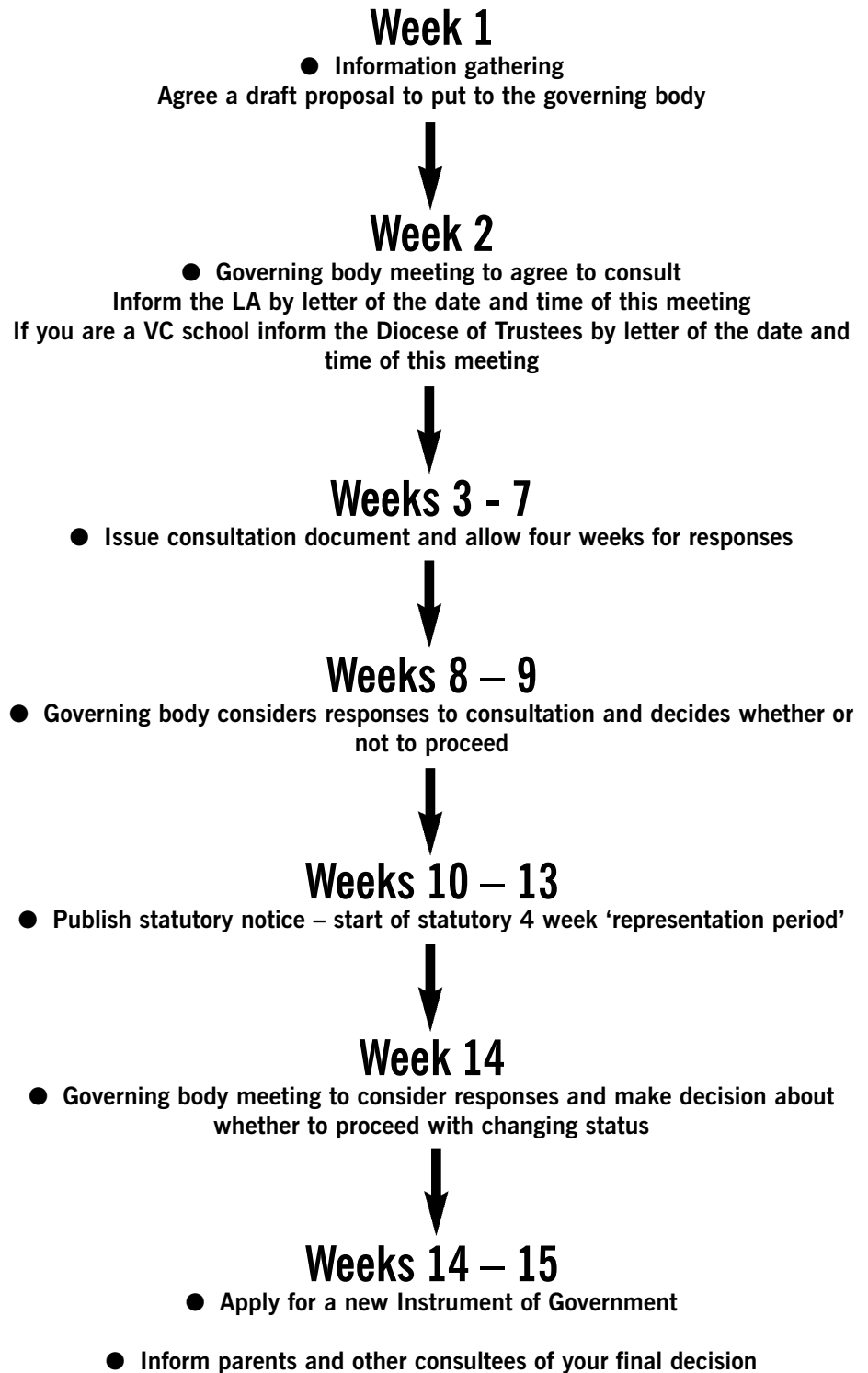
Option	Possible advantages	Possible drawbacks
Acquiring foundation status	<ul style="list-style-type: none"> ● School becomes more autonomous, with responsibility for admissions and role as employer of staff and owner of premises. ● Schools may operate more flexibly, because of increased autonomy. ● Greater school autonomy enables school to be more ambitious and to achieve improved outcomes for children and young people. 	<ul style="list-style-type: none"> ● Increased management responsibilities put undue pressure on school leadership, including governing body. ● Increased management responsibilities distract school leadership from core role of improving outcomes for children and young people.
Acquiring trust status	<ul style="list-style-type: none"> ● As for foundation status, plus the following: <ul style="list-style-type: none"> ● Closer relationship with partners, formally expressed in shared membership of trust. ● Improved collaboration with partners increases leadership capacity and opportunities provided to pupils/students. ● Trust may develop support services for schools. ● Trust has charitable status which enables access to new sources of funds, e.g. Big Lottery. ● Appointment of foundation governors by Trust may strengthen governance 	<ul style="list-style-type: none"> ● As for foundation status, plus the following. <ul style="list-style-type: none"> ● Setting up and maintaining formal trust arrangements are not required to promote collaboration and may draw leadership energy away from teaching and learning at the individual schools. ● Resourcing the trust, executive officers for example and servicing the trust.
Joint committee with one or more other schools (“soft federation”)	<ul style="list-style-type: none"> ● Increased collaboration between schools, leading to sharing of good practice. ● Development of common policies and procedures, especially where schools serve the same community at different age-ranges, improving pupils’ transition. ● Joint leadership of shared services to schools and/or of extended services to local community. 	<ul style="list-style-type: none"> ● Needs effective liaison between joint committee and relevant governing bodies. ● Additional meetings for governors and relevant staff – need to ensure these are justified by additional value provided by collaboration.
Federating with one or more other schools (“hard federation”)	<ul style="list-style-type: none"> ● Greater school capacity in leadership, management and/or curriculum offered. ● Streamlining the governance arrangements providing greater strategic focus. ● Increased sharing of good practice between schools. ● Wider range of curricular and ex-curricular opportunities for pupils. ● Economies of scale through single leadership and management structure for one or more schools. ● More co-ordinated leadership of shared services to schools and of extended services to local community. 	<ul style="list-style-type: none"> ● Loss of school’s distinctive character/relationship with community. ● Opposition from staff and/or parents. ● Increased travel between schools. ● Leaders need to develop new practice to take into account their responsibilities for more than one school. ● The capacity of the governing body to govern two or more sites – complexity of budget monitoring.

Appendix C1

TIMELINE SHOWING THE STAGES IN BECOMING A FOUNDATION SCHOOL AND THE MINIMUM AMOUNTS OF TIME REQUIRED AT EACH STAGE

Changing Status – Going Foundation

The minimum time for completing the process is 14 weeks



Appendix C2

EXAMPLE PROJECT PLANNER

This project planner shows the various stages in achieving foundation/trust status and the amount of time required in practice to do this.

This example is from the creation of the Bridgwater Education Trust in Somerset.

BSF, Somerset - OBC Programme (ICT)										2008																
ID	Trail	Unit	Rep	Task Name	Duration	Resource	Start	Finish	% Complete	Predecessors	Sep '07	Oct '07	Nov '07	Dec '07	Jan '08	Feb '08	Mar '08	Apr '08	May '08	Jun '08	Jul '08	Aug '08	Sep '08	Oct '08		
1			No	BSF, Bridgwater - Milestone Chart for Bridgwater Education Trust	0.2 weeks?		Tue 08/09/07	Tue 08/09/07	94%																	
2			No	HR & Governance	69.8 weeks	BS	Mon 10/09/07	Fri 23/01/08	83%																	
3	✓		No	Governing Body Meetings	2 weeks		Mon 10/09/07	Fri 21/09/07	100%																	
4	✓		No	Letter - Agreement in Principle - PFI	0 weeks		Fri 21/09/07	Fri 21/09/07	100%	3																
5	✓		No	Letter - Agreement in Principle - Trust	0 weeks		Fri 21/09/07	Fri 21/09/07	100%	3																
6			No	Trust Strategy	69 weeks		Fri 14/09/07	Fri 23/01/08	82%																	
7	✓		No	Trust Working Group - Initial Meeting	1 day		Fri 14/09/07	Fri 14/09/07	100%																	
8	✓		No	Approach Partners & Agree Memo of Understanding	6 weeks		Mon 17/09/07	Fri 28/10/07	100%	7																
9	✓		No	Agree Shape of Trust Membership	3 weeks		Mon 20/10/07	Fri 16/11/07	100%	8																
10	✓		No	Draft Consultation Documents and Agree with current CEOs	3 weeks		Mon 20/10/07	Fri 16/11/07	100%	8, 5SS																
11	✓		No	Notice of Intent to Consult	0 weeks		Fri 16/11/07	Fri 16/11/07	100%	10																
12			No	Recruitment of Shadow Trust Members / Governors	11 weeks		Mon 20/10/07	Mon 21/01/08	0%	8																
13	✓		No	Consultations - on Foundation status and Trust	8 weeks		Mon 19/11/07	Mon 21/01/08	100%	11																
14	✓		No	Consultation Meeting	0 weeks		Fri 18/01/08	Fri 18/01/08	100%																	
15	✓		No	Legal Basis of Trust Sorted	7 weeks		Tue 08/01/08	Mon 28/02/08	100%	13, FS-2 weeks																
16	✓		No	Consideration of consultation feedback	0 weeks		Mon 21/01/08	Mon 21/01/08	100%	13																
17	✓		No	CE Decision to make statutory proposal on Foundation status and Trust	1 week		Tue 22/01/08	Mon 28/01/08	100%	16																

Project: BSF, Somerset - OBC Programme (ICT)
Date: Mon 08.09.08



Task: Milestone

Appendix C3 STRUCTURE OF THE BRIDGWATER EDUCATION TRUST

