



FORD END

Church of England Voluntary Controlled Primary School

CONSULTATION TO JOIN LIFE EDUCATION TRUST

1. Who is undertaking the consultation?

The governors of Ford End Church of England Voluntary Controlled Primary School

2. Who is being consulted?

- Parents of existing pupils
- Parents of prospective 2021 Reception students of Ford End Church of England Voluntary Controlled Primary School
- Existing students
- Staff employed by Ford End Church of England Voluntary Controlled Primary School and their trade unions
- Essex County Council
- Other schools, colleges and academies within Essex County Council

3. What are we consulting on?

For Ford End school to become an academy and join LIFE Education Trust.

4. What is the LIFE Education Trust?

4.1 Identity; Who Are We?

LIFE Education Trust consists of
Benhurst Primary School,
Frances Bardsley Academy for Girls,
Margaretting Primary School,
Roxwell Primary School,
Dame Tipping Primary School
The Bridge.

These schools share the desire to see students from all backgrounds succeed academically and find themselves and their place in society regardless of their starting points and the obstacles they may face. Established in July 2016, the Trust has seen results grow in all schools and has a reputation for creativity and enrichment. The Trust has been invited to become one of a select number of Trusts which Church of England Voluntary Controlled Schools can join.

4.2 Principles: What We Believe

Our **Vision** as the LIFE Education Trust is **to dare to achieve the extraordinary**

This vision is evident in **our mission to** build learning communities which unleash creativity and champion optimism, whilst equipping everyone with the tools they need to achieve the extraordinary.

Everyone in the LIFE family shares and demonstrates **our beliefs**:

Courageous optimism

It takes **courage to hope** for a better future. We champion a 'can do' attitude and encourage our pupils and staff to tackle challenges with **resilience** and **perseverance** as they reach for ambitious targets

Boundless creativity

Through captivating discoveries in the classroom and eye-opening adventures in the outside world, we give pupils **freedom** and promote varied learning experiences which stimulate **innovation** and develop **adaptability**.

Heartfelt compassion

We show **love** and **respect** to each member of our community as we nurture a powerful collective spirit. In **humility** we embrace difference and individuality, show **forgiveness** when necessary, and are united by compassion.

We all demonstrate our Beliefs in our Behaviours

We **respect** everyone

We **listen** continuously

We **praise** generously

We are **clear and transparent**

We **don't ignore** the uncomfortable and have courageous conversations

We give and receive **constructive** feedback

We are **reliable** and do what we say

We are **confident** yet **humble**

We are **accountable**

We **create** a better future

4.3 Our schools; Where We Work

In order to facilitate close collaboration, shared thinking and resourcing, our schools will be within close proximity of other schools in the Trust. The Trust works in both Havering and Essex.

We are proud to accept single sex, mixed, SEMH, Primary and Secondary schools in the Trust. Schools will have greater autonomy depending on their Ofsted status and as a result of risk assessments and Healthchecks conducted by the Board. All schools currently have Local Governing Bodies whose powers are delegated from the Trust Board.

All our schools adhere to our core principles and are provided with shared Core Services

Every Multi Academy Trust (MAT) receives funding directly from the Department for Education (DfE) via the Education and Skills Funding Agency (ESFA) rather than through the Local Authority (LA).

LIFE Education Trust MAT (LIFE) receives a contribution of £40k from the school's budget for a range of centralised, standardised and bespoke services to its schools. These allow LIFE to take advantage of economies of scale and economies of time, to provide school improvement and to ensure best practice in every area is shared.

The contribution is determined by the Board on an annual basis before the start of each financial year following discussion and consultation with the school leaders and Local Governing Bodies (LGBs) of each school.

5. Reasons for making this change

5.1 Changes in government policy over recent years

There are now fewer maintained schools (managed, funded and supported via the Local Authority). There are a number of secondary schools in Havering and Essex which are now academies and an increasing number of primary schools; these schools are independent of the local authority; directly funded and performance managed by the Department for Education (through the Education and Skills Funding Agency (ESFA)). Although joining a MAT is not compulsory, the Government remains keen on this structure.

5.2 Sharing expertise

In order to deliver improvements in teaching and learning and to raise student attainment, schools can deploy expert teachers or lead practitioners to drive forward change and to support the development of other teaching staff. Such people are both in short supply and higher cost than normal teachers.

5.3 Reduction in duplication of effort and administration costs

Schools working together can share resources in respect of business management, ICT, Human Resources, data analysis etc. both reducing the overall costs and improving the quality of the support that can be provided.

5.4 Better value for money

By adopting common policies and procedures duplication of effort can be avoided. Procurement savings have also been possible by harnessing the purchasing power of two or more schools.

The Trust is committed to a model of working that will reduce management and administration costs releasing funds to enhance teaching and learning and fast track improvement. Schools will make a contribution to the Trust per annum. The Department for Education also currently provides start up grants of £25,000 and access to additional funding for academies operating in a multi academy trust.

5.5 Greater focus at school level on delivery of improved teaching and learning

For each school within the Trust, their efforts will focus on teaching and learning rather than the business and organisational issues which will be dealt with at Trust level

Summary of reasons

- Improved expertise and greater focus to fast track improvements in teaching and learning
- Better value for money with a reduced central cost from that currently held by the Local Authority and more money spent on teaching and learning
- Greater enrichment opportunities for students through shared activities
- Preservation of valued traditions but with scope for innovation
- Ability to recruit and retain outstanding practitioners and offer greater career development for teaching and support staff
- Focus on a strong regional collaborative approach

6 Impact

6.1 Impact on students and parents

- The name of the school, the location, uniform and site facilities will remain unchanged
- Some expert teachers may work across all schools in the multi academy trust
- Continuity of classroom teachers will be maintained
- The quality of teaching and learning will improve as we benefit from outstanding practice from schools within the Trust
- Shared resources will allow improvements in communications and facilities

6.2 Impact on staff at Ford End Church of England Voluntary Controlled Primary School

- The Trust is already a corporate entity so staff will be employed by LIFE Education Trust and the TUPE procedure means they will retain the same pay and conditions and pension arrangements as at present.
- Most staff will continue to work on the same school site as now. There will be opportunities for some staff to work across all of the schools in the Trust.
- Collaboration between schools within the Trust will be developed for the benefit of both students and teachers.
- All new staff will be appointed to the LIFE Education Trust and have the flexibility to work in any school

6.3 Impact on other schools, colleges, academies in Havering and Essex

- LIFE Education Trust will commit to continue to work with other education providers and the Essex County Council on matters of common interest (teacher training; transfer of students between schools; child protection; exclusions; alternative and specialist Special Educational Needs provision; and admissions)
- The Trust will fully commit to contributing to the raising of educational standards in all the Local Authorities in which it works.

7 The LIFE Education Trust structure

The Trust is a charitable company limited by guarantee and consists of Members, a Board of Trustees and 3 Committees as well as Local Governing Bodies in each school.

7.1 Members

LIFE Education Trust has 4 Members, one of whom has been appointed by the Church Diocesan Board of Education. They are responsible for the overall strategic direction of the Trust. Members serve terms of office of 2 years, renewable by election of the other Members only twice (i.e. up to a 6 year maximum). Members will appoint the Trust Board (with the benefit of independent expert advice), which will be responsible for running the Trust.

7.2 Trustees

The Trust Board can consist of a maximum of 12 Trustees however presently the Trust has 8 Trustees, 2 of whom have been approved by the Church Diocesan Board of Education. No more than 2 Members will be Trustees.

- The Chief Executive Officer will be the only paid staff Director

The remaining Trustees will be non-executive and unpaid and will be selected for the expertise they bring as practitioners in one or more of the following areas:

- Education
- Law (in particular employment and property law)
- Financial management
- Data analysis
- Human Resources
- Strategic planning
- Business growth

The role of the Trust Board will be strategic and focussed on policy, planning, data analysis particularly regarding the performance of Trust schools, and use of resources. The Trust Board will undertake a due diligence and risk assessment process in respect of any new schools seeking to join the Trust. The Trust Board will also determine the Scheme of Delegation to individual Local Governing Bodies; it will also performance manage the schools within the Trust and provide performance improvement support where required.

7.3 Local Governing Bodies

Each school within the Trust currently has its own Local Governing Body, which will include 2 parent Governors and co-opted Governors. The maximum number of Local Governors will be 11 including the Headteacher. The Chair of the Local Governing Body will be appointed by the Board but no chair will serve more than 2 years except by special resolution of the Board. Parent Governors will be selected by application and interview by the Board for terms of office of 4 years. No Governor will serve more than 2 terms of office.

The role of the Local Governing Body will be to focus on delivering high standards of teaching and learning; safeguarding; staff development; communication/engagement with parents and the immediate local community; management of the delegated budget; site/premises management including meeting Health and Safety and other legal requirements. There will be no sub-committee structure but there will be Link Governors (designated from within the Local Governing Body) who may undertake some functions under delegation and report back to the Local Governing Body.

8 The timetable for consultation

Consultation will commence on Monday 5th October and run for 4 weeks, concluding on 6th November 2020 at 4pm.

This consultation document will be sent electronically to all those being consulted (as listed earlier) and by post if electronic transmission is not possible. The consultation document will also be available on the school website

Consultation will be as follows:

- **This paper sent to parents : 5th October 2020**
- **All Staff and Union Representative meeting: w/c 5th October 2020**
- **Parents – Zoom call: 8th October 2020 – see governing letter for details. For those parents who are unable to make the Zoom call, a recording will be available as well as the set of slides from the Power Point presentation.**
- **Community (to include Local Authority and other local schools) see Appendix : w/c 5th October 2020**

Questions/comments on the consultation document should be addressed to:

Clerk to the Governing Body c/o
Ford End Church of England Voluntary Controlled Primary School
Main Road,
Ford End
Chelmsford
Essex CM3 1LQ

And either hand delivered or posted to the school stating clearly:

LIFE Education Trust Consultation

Or sent to admin@fordend.essex.sch.uk

Responses to frequently asked questions will appear on the school website during the consultation period.

Responses to consultation will be considered by the Governors of Ford End Church of England Voluntary Controlled Primary School at a special Full Governing Body meeting in w/c 9th November 2020.

A final decision will be taken at that meeting and replies sent to all those who have responded explaining this decision and how their comments have been taken into account. This information will also be posted on the school website.

This consultation document is published in English. If any person consulted needs a translation into another language they should contact the school and if possible arrangements will be made to provide a copy in the language requested.

Appendix A

List of names of persons to whom the consultation document has been sent

- Parents of existing pupils
- Parents of prospective 2021 Reception students of Ford End CE VC Primary School
- Staff employed by Ford End Church of England Voluntary Controlled Primary School and their trade unions
- Essex County Council (who will also be asked to notify local schools)
- The Parochial Church Council
- Diocesan Education Board
- Other schools, colleges and academies within the River Chelmer Partnership
- Chelmsford Teaching Schools Alliance