

***Ponteland High School***  
**and the**  
***Ponteland Learning Trust***

**PUBLIC CONSULTATION**

**Changing to Foundation School Status  
and Acquiring a Charitable Trust**

**June 2009**

# **Booklet One**

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## 1.0 EXECUTIVE SUMMARY

1.1 Ponteland High School is currently a community school within the Northumberland County Council. The Governing Body is *proposing* that the school changes its governance category so that it becomes a *foundation* school, which will be supported by a charitable trust known as the Ponteland Learning Trust (PLT). This will be a co-operative Trust which will establish long term sustainable partnerships with a variety of other organizations including higher education establishments. Also, it will involve parents, staff and learners through membership of the Trust. In the future, it is likely that the Trust will seek to develop partnerships with other organizations including other schools in the Ponteland local family of schools.

1.2 A Trust school is a new type of maintained school that, while still being part of the local family of schools, has a distinct legal status. This status allows it to link formally with other partners in order to work together for the benefit of the school. These partners can be further education colleges, universities, charities and businesses as well as other education providers such as local schools. A Trust school owns its buildings, employs the staff directly and sets its own admissions policy. It is self governing, setting out its own vision and values and the strategies necessary to achieve them.

1.3 The school will remain a state school within the local authority but with a new and emerging form of community accountability and engagement. This will give it even firmer roots within our local community. It will allow us to bring together groups of local people with an interest in education and community learning. Working co-operatively, these changes will assist us to improve further the attainment of young people, progression to higher education, and training and employment opportunities within our locality.

1.4 Therefore, the Governing Body of Ponteland High School is proposing to establish, through a charitable, cooperative Trust, a formal mutual partnership involving:

- Northumbria University Business School
- The Co-operative Group
- Newcastle International Airport
- Northumberland County Council
- Ponteland High School

Northumberland County Council has been invited to become a member of the Trust, but has yet to make a formal decision in this regard.

1.5 We now wish to become one of the first schools in the country to become a Co-operative Trust in which the values and principles of the co-operative movement will underpin our work. The Trust will have an ethos consistent with the universal cooperative values as defined in the International Co-operative Alliance Statement on the Co-operative Identity (see appendix A).

The Trust will support the school and all subsequent school partners to:

- Raise achievement and attainment across all key stages and phases of learning
- Further improve leadership and management systems
- Engage more fully with parents and other stakeholders
- Face the challenges of the 21<sup>st</sup> century global economy
- Prepare young people for social, economic and environmental changes
- Develop young people as global citizens

1.6 We have decided to use the co-operative model as it enables those who are directly involved in the school to become engaged in its long-term strategic development through membership of the Trust. We believe that engaging members alongside the organizational partners is desirable and important if we are to achieve our vision of transforming educational opportunities for all in the locality we serve. The aim is to ensure that the school is truly seen by the community to be *its* school and an integral part of the community it serves. The Trust will become part of a national network of co-operative trusts.

1.7 The principle goals of the Trust will be to support the school to:

- Maintain the highest aspirations for and expectations of our young people
- Raise standards of achievement and attainment for all in the school and its partner schools
- Contribute to improving the economic, social and physical well-being of young people, their families and the wider community
- Engage all stakeholders in the community in the strategic direction of the learning and well being of local children and young people

The expertise of these Trust partners will help the school in the following ways:

- Improving the sharing of good practice across the schools engaged in the Trust and/or the Stakeholder Forum
- Further developing the 14-19 curriculum
- Supporting a seamless 0-19 approach to children's education within the locality with emphasis on further collaboration between all local schools
- Better preparation of young people for advanced study and progression to higher education
- Enhanced professional development for our school staff
- To deliver more fully the Every Child Matters policy and outcomes

The Trust will appoint a minority of governors (see appendix D) to strengthen the school governing body.

1.8 The Governing Body will gain new powers and responsibilities. Like all other existing Foundation schools, the Governing Body will become the employer of staff and assume responsibility for the school's admissions and its assets. The Trust will hold the land and assets for the school but the Governing Body will maintain day-to-day responsibility for managing these assets. This will allow for a

better and more strategic development of the school buildings and enhanced community use of the site.

1.9 The Governing Body will, as before, oversee the leadership and management of the school and be responsible for its performance. The Headteacher of the High School will continue to lead the school on a day to day basis. We shall retain our strength as a locally maintained high school serving our local community and still be part of the Northumberland County Council family of schools. Arrangements for student admissions and staff pay/conditions will remain unaltered.

1.10 In order to make the appropriate changes we are proposing an amendment to our governance status. This means we will become a Foundation School and at the same time establish a charitable Trust called the Ponteland Learning Trust (PLT). We wish to seek your views on these two related processes, which is why we are now undertaking this consultation.

1.11 In short this consultation is about Ponteland High School becoming a Trust School. It would still remain part of the local authority but with a different legal status which gives it much greater autonomy in key areas – similar to that of Church aided schools. As a Trust School it will be self governing and responsible for its staff, assets and admissions. The school will be supported by the partners of the charitable Trust to achieve its primary goals of raising standards and contributing to a seamless approach to learning across all Key Stages and phases of learning 0-19.

1.12 Stakeholders (namely parents, staff, the local community, partner schools, other local educational institutions and others with an interest, including the Local Authority) will have the opportunity to comment on these proposals during an initial consultation period which runs from 22<sup>nd</sup> June to 17<sup>th</sup> July 2009. Details of this consultation process and how to respond are set out below.

1.13 The Governing Body will consider the outcome of this consultation and then decide whether or not to publish the Statutory Proposals on changing governance category and acquiring a charitable trust. If the Governing Body decides in light of this consultation, to go ahead with the proposals, then the Statutory Consultation is likely to run from Midnight on 11<sup>th</sup> September to 9<sup>th</sup> October 2009 with a proposed change of legal status date of 1st January 2010.

1.14 The full consultation documents are in two parts, - this one - Booklet One, '*Changing to Foundation School Status and Acquiring a Charitable Trust – A Rationale*'; and Booklet Two, '*Questions and Answer.*' They explain in more detail these proposals and outline the functions of the Trust partners who will add capacity to improve further learning opportunities at Ponteland High School and benefits for the local community.

1.15 Please let us know what you think about the proposal. There are a number of ways that you can do this and these are set out in Section 7.

## 2.0 VISION AND VALUES

2.1 *Why do it?* The world of education, learning and training is changing rapidly and we wish to ensure that the children and young people within our community have the best possible opportunity to achieve high standards and make outstanding progress. To achieve this they will need to be equipped with the skills, knowledge and understanding to ensure they are able to compete effectively in the social and economic environment of the future.

2.2 The new governance arrangements provide us with a unique opportunity to be supported by a Charitable Trust set up to help the drive for improved standards both in school and the wider educational community, with the constituent partners all working together to improve standards of attainment and services for students and their families in the local community. In the long term we hope to help:

- Raise standards in education and training
- Promote employment, employability and enterprise
- Help improve local community cohesion and prosperity

2.3 As a Co-operative Trust, the Trust will adopt the values and principles of the Co-operative movement (see Appendix A).

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

These values will underpin the work of the Trust and we believe this is an excellent opportunity to strengthen the work of the school.

2.5 We have already shown that by working with others we can achieve positive outcomes for our young people. The Co-operative Trust will give us a stable and long term platform on which to build partnerships and to be responsive to the needs of our community.

### 3.0 WHAT WILL THE TRUST DO?

3.1 The principle objective of the Trust will be to support the school in all that it does to raise achievement and attainment of its students and all other young people within the partnership of local schools. As previously stated it will also appoint a minority of governors to strengthen the school governing body.

3.2 The Trust will seek to foster and strengthen collaboration and contribute to community cohesion by helping us to deliver improved extended services and provide the flexibility to help create an environment in which students have access to a wide range of learning opportunities.

3.3 The school already has a proven record of collaboration with other educational institutions and the proposed Trust arrangements will build on this record. As an example of change already brought about by collaborative work, please note the following examples of collaboration beyond the local partnership of schools:

- Ponteland High School is a member of the Tynedale Virtual College (TVC), a soft 14+ federation of four high schools in the Tyne Valley, Northumberland College, Hexham Priory School, Dilston (MENCAP) College and other work based learning providers. The TVC has focussed on providing a wider range of vocational opportunities for students at key stage 4 and post 16 across a large rural area.
- Ponteland High School has been the lead member of a network learning community (the Tyneside Networked Learning Community), set up with four other secondary schools across three Local Authorities under the auspices of the National College for School Leadership. The Trust will seek to share the school's work on raising achievement, learning and leadership with other school partners.
- The High School is developing other collaborative partnerships e.g. with Longbenton Community College in North Tyneside. A joint conference on leadership and learning has already taken place with internationally renowned speakers and a further conference is planned. Operational collaboration now exists between the two schools at senior team level and in various curriculum areas. The proposed Trust will seek to establish reciprocal links with others in order to share work on systems leadership and learning.

3.4 *Why a Co-operative Trust?* Ponteland High School took the opportunity in 1995 to become a specialist language college – one of the first in the country to take advantage of changes in educational legislation to modify and improve leadership within schools. New legislation allows us to become a Foundation school and set up a Trust. It is a step forward in changing *systems-leadership* so as to make a further positive impact on the education of our young people. We now want to become one of the schools in this first wave of national governance changes and we believe by establishing a Co-operative Trust with Foundation status we will make that positive improvement on the life and work of the school as happened in 1995.

3.5 Our Trust will be based on the '*Community Development and Co-operative Model*' as developed by the Co-operative College, an educational charity based in Manchester. We have decided to use this model as it enables those who are directly involved in the school (including parents, staff, learners, our partner schools and other stakeholders) to become engaged in its long-term strategic direction through membership of the Trust and/or a Stakeholder Forum. We believe that engaging members alongside our Trust partners will enable us to achieve our vision of transforming educational opportunities for all in the community we serve and contribute to community cohesion. It will also provide opportunities to work with other co-operative trusts through the emerging national network.

3.6 The Trust will have an ethos of co-operation and collaboration consistent with co-operative values. It will seek to empower learners and community members in order to help raise standards and prepare all our children and young people to face the future challenges as global citizens.

3.7 We will use the co-operative model and co-operative values to ensure that all associated with the school, its partners and the community it serves feel valued and included. The proposed changes in school governance and the establishment of our Co-operative Trust will help to ensure that the local community sees the Trust as a key part of the community.

3.8 All parties within the partnership will have a shared interest in developing a range of services and activities to support the Ponteland Learning Trust, features of which will be:

- Collaborative work to raise standards across all key stages within all our local schools
- Working with partners from schools, the local authority, universities, and the business world
- Open and honest relationships with partners
- Raising aspiration by fulfilling the ethos of 'life long learning' throughout all partner schools and the wider community
- A global perspective rooted in our work as a specialist language school and international school award winner
- Provision of learning and earning opportunities through enterprise programmes to help build active citizenship
- Membership open to all associated with the school including parents, members of the community, partner schools, students, learners, and staff (subject to legal constraints)

3.9 The Trust will provide additional support to the work of our existing Extended School Services provision within the locality and help to extend the international work of the High School to all schools locally including:

- Use of the High Schools Foreign Language Assistants to deliver languages at the First Schools

- Further development of our international school-links programme in developing countries
- Strengthen the links between the existing schools within the Ponteland partnership

3.10 All parties in the proposed Trust will have a shared interest in developing a range of services and activities to support the school and its partner schools. The Trust will contribute to the strategic direction and enhancement of local services which could include work across a range of themes (see Appendix B).

## **4.0 HOW THE TRUST WILL WORK**

4.1 The Ponteland Learning Trust will help to create and support an environment in which all learners will have access to the widest range of learning opportunities. It will help to raise standards and make a direct contribution to improving the well being and aspirations of students and the wider community.

4.2 The Trust will be made up from the following invited stakeholder groups who all bring unique and valued contributions to the objectives of the Trust.

### **The Proposed Partnership Trust Members are:**

<b>Partner</b>	<b>Proposed number of Trust members</b>
<b>Co-operative Partner</b>	<b>1</b>
<b>Ponteland High School</b>	<b>1</b>
<b>Newcastle International Airport</b>	<b>1</b>
<b>Northumberland County Council</b>	<b>1</b>
<b>Northumbria University Business School</b>	<b>1</b>
<b>Stakeholder Forum</b>	<b>3</b>

For details of the Proposed Partnership Trust Members' Contribution to the Trust, (see Appendix C).

4.3 As a Co-operative Trust and in keeping with co-operative principles and values, there shall also be a Trust Stakeholder Forum. This Stakeholder Forum shall elect a number of trustees directly from its constituent parts. This number shall always be a minority of trustees.

4.4 As the Trust develops its work in the long term we would welcome new partners. If this is the case there will be a process involving existing Trustees to ensure that any future partner will comply fully with the vision, values and aims of the Trust.

4.5 The Ponteland Learning Trust (PLT) will be a charitable, not for profit Trust, meeting the legal and other requirements as set out by the Department for Children, Schools and Families (DCSF). It will carry out its duties in relation to schools as set out by the DCSF, specifically by appointing a minority of the members of the Governing Body and by holding the land and assets of the school on trust.

4.6 The Trust will be legally established with the Charities Commission and registered as a company limited by guarantee with Companies House. The Charities Commission will regulate its activities (as with all charities).

4.7 Trustees will not be able to derive an income from the Trust, but the Trust may become an employer by commissioning services for the school. Any income generated by the Trust must only be used to support its charitable aims. The

Trust will not alter the characteristics of the school and will not change the character (religious or otherwise) of the school.

4.8 The Trust will meet a minimum of three times a year (coordinated with Ponteland High School governance as required). Trustees will be selected by the Trust member organizations – including the Stakeholder Forum. They will be checked on behalf of the governing body by an appropriate designated person, to ensure that they comply with DCSF legislation. This screening process will include a Criminal Records Bureau (CRB) check. The Chair of the Trust will be elected from the Trustees. A Trust officer and support staff may be appointed to work on behalf of the Trust and take day to day control in conducting Trust business.

4.9 The principle objectives of the Trust will build on what Ponteland High School does well already in working with other partners. The Trust will help the school to raise standards further by bringing together community aspirations and expectations for children and young people through valuing education and training, embedding a life long learning ethos in the local community. Acting as an enabling body the Trust will make a direct contribution to raising attainment, securing economic and physical well being and improving the aspirations of the school's students. It is intended to provide opportunities for members of the community to acquire individual skills, knowledge and experience to enhance their qualifications and employability.

4.10 The Trust will have the charitable objective of working to support the main themes of education, training and employment, and enterprise. We wish to enable families of learners and other members of the community, especially parents, to have a voice in the development and the strategic direction of the Trust and the school. This will be achieved through membership of a Stakeholder Forum which will appoint a number of Trustees.

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

## **5.0 FOUNDATION STATUS**

5.1 To facilitate the organization of the Trust, the school is required to alter its current governance status and become a foundation school. In acquiring Foundation Status, the governing body and not the Trust, will assume new responsibilities, including responsibility for the employment of staff and the admission of students to the school. In addition, the Trust will hold the land and assets in trust for the school. The governing body will have day to day responsibility for managing the assets, as is the case now.

5.2 The governing body will largely retain its present composition, save for the impact of the school becoming a Foundation school and acquiring a Trust (which shall appoint a minority of governors.) The present composition of the governing body is set out in Appendix D as well as the proposed composition of the new governing body.

5.3 All current staff will transfer across to the employ of the governing body under the appropriate regulations. Existing and new teaching staff will continue to work under the terms of the 'School Teacher's Pay and Conditions Document' (STPCD). The Governing Body will set out the terms and conditions for new support staff which will be in accordance with nationally and locally agreed pay and condition negotiations. All staff will therefore always enjoy the same terms and conditions of employment as in any maintained state school.

5.4 The School will continue to teach the national curriculum and will be inspected by OFSTED at appropriate times. It will retain its status as a specialist language school.

5.5 The Governing Body will continue to have day to day control of the school's land and assets (which the Trust will hold in trust for the school).

5.6 The Governing Body will also become responsible for pupil admissions but will work jointly with the Local Authority to administer the provision of pupil places within the requirements of the National Schools Admissions Code. Whilst not intending to alter admissions arrangements currently, the School has the right as a Foundation school to change its admissions arrangements to ensure they support the agreed educational objectives which it shares with our partner associated schools.

## 6.0 WHAT THIS MEANS FOR PARENTS

6.1 *Admissions:* The school will remain part of the Local Authority's family of schools and will continue to have fair admissions in line with published criteria (see Appendix E), which will conform with the School Admissions Code. There will be no selection by ability.

6.2 *Parental Involvement and representation:* The number of parent Governors will not decrease. The current situation of appointing Community Governors, Local Authority Governors and Staff Governors will be maintained.

6.3 We envisage that the new co-operative structures will assist parents to become much more actively involved at a variety of levels with the School. We will also review the quality of information parents receive about their children's progress as well as seek to build on existing good practice locally and nationally so as to engage with parents more fully.

6.4 *School standards:* Standards including academic achievement and the learning climate within the school will not be adversely affected by the change in governance to foundation and trust status. It is envisaged that the new partnership arrangements will contribute significantly to a further improvement in Ponteland High School's performance and see better educational experiences and outcomes for each young person.

6.5 We believe that co-operative values and ethics will give the Trust a firm foundation on which to improve further the ethos of the school and the learning climate in which young people can succeed and assist young people to become better citizens.

6.6 The Trust will give a local platform to develop and enhance opportunities for young people and it will create a new way in which partners may work together under the themes of education, training and employment and enterprise.

6.7 The partnership of local schools would benefit by the work of the Trust in the meeting of their common aims, particularly around transition between the key stages of learning. The work of the Trust would enhance the considerable work already undertaken and offer long term opportunities for closer development and collaboration between local schools and the Trust. Partner schools will be offered the opportunity for participation in the proposed Stakeholder Forum.

6.8 Parents, staff, young people and members of the community will have the opportunity to be members of the Trust and have representation in the Stakeholder Forum (subject to legal constraints).

## 7.0 THE CONSULTATION PROCESS

7.1 Please let us know what you think about the proposal. There are a number of ways that you can do this. You can:

1. Send in your written comments to Ponteland High School, Callerton Lane, Ponteland, Newcastle upon Tyne, NE20 9EY, marked 'Trust Consultation'.
2. E-mail your comments to [trust@pchs.northumberland.sch.uk](mailto:trust@pchs.northumberland.sch.uk)
3. If you are a parent or member of staff, come to the appropriate meeting (see below) to discuss the proposal with the Headteacher, Governors and representatives of our school's partners. Two consultation meetings will be held as follows:

Staff meeting: 4pm on 1st July 2009

*This meeting is for staff at Ponteland High School only (and Union representatives) and all staff and Union representatives will be sent an invitation.*

Public meeting: 6pm on the 1 July 2009 at Ponteland High School

*This meeting is for the public.*

7.2 Students of Ponteland High School will be consulted through the Student Council.

7.3 Questionnaire: You can comment at any time until midnight on the 17 July 2009. A response form is attached to assist you. Your views are important to us and will be carefully considered by the governing body when it is coming to a decision in the light of this consultation.

If you have any queries about anything you have read here and would like further clarification, please contact the Headteacher at the email address above.

A detailed question and answer paper on Foundation Schools and Trust Status is available from the School. Ask for Booklet Two, Questions and Answers.

This document is available in alternative formats including larger print and audio if required.

In addition to paper copies of consultation, all documents are available from the school website:

<http://www.pchs.northumberland.sch.uk>

## **8.0 LIST OF CONSULTEES**

8.1 As part of the consultation process, the school will consult with the following:

- Parents and carers of all students currently on roll at the Ponteland High School
- Staff currently employed at Ponteland High School, both teaching and non-teaching and their trade unions
- All middle schools currently sending children to Ponteland High School
- Other local primary and secondary schools
- Northumberland County Council (Local Authority)
- Neighbouring Local Authorities
- Local members of the British and European Parliaments and serving local councillors
- All partners mentioned in this booklet
- Local Learning & Skills Council
- Range of other local stakeholders and/or those liable to have an interest

If you feel there are other stakeholders who should be consulted, please contact the school as detailed in section 7 of this booklet.

## **9.0 RESULTS OF THE CONSULTATION**

9.1 The Governing Body will carefully consider the outcome of the consultation, reviewing all comments received. It will then decide on whether to publish the Statutory Proposals on changing school category and acquiring a charitable trust. It will also reflect on whether to amend the proposals to reflect any suggestions, comments or concerns arising from the consultation. A summary of the consultative feedback will be provided via our internet site (address above). Paper copies will also be available from the Ponteland High School office on request.

9.2 If the decision of the Governing Body is to go ahead with the proposals, then there will be another chance to comment on any formal proposals, before a final decision is taken. If this next stage, which is known as Statutory Consultation is deemed necessary, it is likely to run from Midnight on 11 September 2009 to Midnight on 9 October 2009, with a proposed change of legal status date of 1<sup>st</sup> January 2010.

## **APPENDIX A**

### **Co-operative Principles and Ways of Working**

STATEMENT ON CO-OPERATIVE IDENTITY AS APPROVED AT THE INTERNATIONAL CO-OPERATIVE ALLIANCE CONGRESS, MANCHESTER, SEPTEMBER 1995

#### **DEFINITION**

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

#### **VALUES**

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

#### **PRINCIPLES**

The co-operative principles are guidelines by which co-operatives put their values into practice.

##### **1ST PRINCIPLE: VOLUNTARY AND OPEN MEMBERSHIP**

Co-operatives are voluntary organizations, 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 organizations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member, one vote), and co-operatives at other levels are also organised in a democratic manner.

##### **3RD PRINCIPLE: MEMBER ECONOMIC PARTICIPATION**

Members contribute equitably to, and democratically control, the capital of their co-operative. At least part of that capital is usually the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any of the following purposes: developing their co-operative, possibly by setting up reserves, part of which at least would be indivisible; benefiting members in proportion to their transactions with the co-operative and supporting other activities approved by the membership.

#### 4TH PRINCIPLE: AUTONOMY AND INDEPENDENCE

Co-operatives are autonomous, self-help organizations controlled by their members. If they enter into agreements with other organizations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy.

#### 5TH PRINCIPLE: EDUCATION, TRAINING AND INFORMATION

Co-operatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively to the development of their co-operatives. They inform the general public - particularly young people and opinion leaders - about the nature and benefits of co-operation.

#### 6TH PRINCIPLE: CO-OPERATION AMONG CO-OPERATIVES

Co-operatives serve their members most effectively and strengthen the Co-operative Movement by working together through local, national, regional and international structures.

#### 7TH PRINCIPLE: CONCERN FOR COMMUNITY

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

## **APPENDIX B**

### **Proposed Range of Services and Activities to be Developed**

All parties in the proposed Trust are to have a shared interest in developing a range of services and activities to support the Ponteland Learning Trust (PLT). The Trust will support, commission and provide a strategic direction and enhance educational provision including:

- A more personalised approach to learning through engaging and challenging lessons, making best use of modern digital technologies supported by outstanding assessment practice.
- Outstanding practice as described above harmonised across the partnership of schools.
- Extended and enhanced curriculum opportunities at all key stages including more effective enterprise education, better vocational opportunities and improved work related learning.
- More secure progression routes to higher education and the world of work.
- More opportunities to benefit from the partnership's existing and developing international links – including the global co-operative movement.
- More stretch and challenge for the most able students in the partnership.
- Improved progress between key stages particularly between KS2 and KS4 as indicated by levels of progress and measures of value added.
- Improved welfare for children and young people through more effective and long lasting liaison with families.
- Improved access to the appropriate support services and external agencies through more effective and sustained liaison between families and schools.
- The schools in the Trust and associated Stakeholder Forum will benefit from economies of scale in many aspects of their operation, removing wasteful duplication of support services and allowing a greater resource to be channelled into improving learning and raising achievement for all children, young people and adult learners.
- The schools in the Trust and associated Stakeholder Forum will also benefit from an enhanced leadership capacity. Developing systems leadership will allow for more flexibility to work between phases and provide sustainable leadership on behalf of all of the children and young people in the partnership.
- Local employers will be able to make a greater impact upon the development of a relevant skills base for the businesses in the area. This in turn will help local business to grow and will enhance the development of the district socially and economically.
- The Trust can provide a link between local employers and higher education allowing both sectors to jointly plan the appropriate response to local skill shortages.
- Working with others as part of a developing network of co-operative Trusts.

## APPENDIX C

### Proposed Trust Members' Contribution to the Trust

Representatives from:	Will contribute:
<b>Ponteland High School</b>	<ul style="list-style-type: none"><li>• Ponteland High School is constantly striving to improve the quality of the learning experience for children and young people. The Trust will enhance and accelerate that process.</li><li>• Likewise the support services available to families will be enhanced but more pertinently will be sustained through the different phases of the partnership.</li><li>• The Trust will not only develop leadership capacity within Ponteland High School but will be much better placed to develop a model of system wide leadership across the partnership.</li><li>• The Trust will also secure the future sustainability of existing and developing partnerships with other organizations and will provide those links with a significance that existing relationships cannot.</li><li>• The Trust will also allow the schools involved to move beyond existing models of collaboration towards opportunities for genuine economies of scale thus securing greater resources to enhance learning and to raise achievement across all key stages.</li></ul>
<b>The Co-operative Group</b>	<ul style="list-style-type: none"><li>• Curriculum support to embed co-operative values and use the global co-operative movement as a learning resource.</li><li>• Innovative approaches to the 14-19 diplomas linking to co-operative business.</li><li>• Expertise in providing advice for options and routes for young people and adults.</li><li>• Support in developing links with co-operative schools in Europe and Africa.</li><li>• Access to a growing network of co-operative Trust schools.</li><li>• Guidance in developing students' maturity and ability as independent learners.</li><li>• Expertise in democratic member governance, community and adult education.</li><li>• Expertise in setting up and supporting co-operative and social enterprises.</li><li>• A link with other Trusts supported by the Co-operative movement.</li></ul>

<b>Newcastle International Airport</b>	<ul style="list-style-type: none"> <li>• Will help us to develop leadership capacity by providing alternative, more flexible models of leadership.</li> <li>• It will enhance our delivery of the travel, tourism and business curriculum.</li> <li>• Help us to promote the concept of ‘global citizenship’ across all tiers of the partnership.</li> <li>• The International Airport will work alongside school leaders to provide imaginative and innovative solutions to the Trust’s leadership challenges.</li> </ul>
<b>Northumbria University Business School</b>	<ul style="list-style-type: none"> <li>• Will support us in our ambition to create a leading edge approach to personalising learning by providing access to the latest research and by adding rigour to our own research methodology.</li> <li>• Will help to secure progression routes for young people in the partnership into higher education.</li> <li>• The university will support the development of the business curriculum and associated disciplines.</li> </ul>
<b>Northumberland County Council</b>	<ul style="list-style-type: none"> <li>• Local Authority (LA) colleagues engaged in learning and leadership will provide expertise and inspiration for our development of leading edge personalising learning strategies and systems leadership.</li> </ul>
<b>Stakeholder Forum</b>	<ul style="list-style-type: none"> <li>• Provide a mechanism for active engagement of key stakeholder groups and a sounding board for our local communities.</li> <li>• Ensure our plans and implementations are in line with community aspirations.</li> <li>• Seek to engage the community in dialogue with the Trust and partnership schools.</li> <li>• Expertise in democratic member governance, community and adult education.</li> </ul>
<b>And in general, partners:</b>	<ul style="list-style-type: none"> <li>• Can provide professional advice and support for Governors and staff, particularly in the leadership and management of Trust status.</li> <li>• Can advise on income generation and help us to make the most effective use of our shared pool of resources and talent.</li> <li>• May be able to access bursaries for children, young people and staff.</li> <li>• Can provide work experience and higher education opportunities for young people.</li> <li>• Can provide professional development opportunities for staff and research opportunities for students and staff.</li> <li>• Can offer resources and expertise to enhance the curriculum offer for children and young people at all key stages across the partnership.</li> </ul>

## APPENDIX D

### Composition of the Governing Body

	Present	Proposed
<b>Parent Governors</b>	<b>6</b>	<b>6</b>
<b>Staff Governors</b>	<b>4</b>	<b>4</b>
<b>Local Authority Governors</b>	<b>4</b>	<b>2</b>
<b>Community Governors</b>	<b>4</b>	<b>3</b>
<b>Foundation (Trust) Governors</b>	<b>0</b>	<b>3</b>
<b>Associate Governors, observers, etc are unaffected by the change of composition to the Governing Body.</b>		

## APPENDIX E

### Admissions Criteria

We propose that students will be offered a place on the basis of the following ranked criteria: (these criteria are identical to the existing Northumberland County Council admissions criteria).

You should be aware that a number of schools are oversubscribed each year. Where a school is oversubscribed, places will be offered on the basis of the criteria indicated below, in order of priority, and will take into account the availability of accommodation at other schools in the area.

1. The School is obliged to admit all applicants, provided these do not exceed the school's Published Admission Number (PAN) of 272.

Parents of children who are refused places, are entitled to appeal to the governing body of the school for a place in the school in accordance with the School Admissions Appeals Code.

2. The Published Admission Number for Ponteland High School in September 2010 is published in the Parent's Handbook. This publication will be sent to all schools in September 2009 for distribution to all parents. Copies will also be available from the Children's Services Directorate.

3. If applications for places exceed the Published Admission Number, priority is given in accordance with the criteria set out below.

Children with a Statement of Special Educational Needs that names a school on the statement must be given admission to that school before other applicants. Children with such a statement have no further rights under the School Admissions Code of Practice or this Admission Policy. However, it should be noted that where it is known, before the allocation of places, that one or more children with a Statement of Special Educational Needs have a school named on that Statement, this will reduce accordingly the number of places remaining available at that school.

A child in care (looked after child) is a child who in the care of a Local Authority or who is provided with accommodation by that authority and is resident or will be resident in Northumberland by the appropriate admission date. Admission authorities must give highest priority to children in care in their over subscription criteria.

The priority order for considering applications is as follows:

- i. Pupils living within the catchment area of the school and those on whose behalf firm evidence is presented that they will be living in the catchment area by the appropriate admission date.

*You may be asked to provide evidence of residency in the catchment area of the requested school.*

- ii. Pupils on whose behalf evidence of exceptional medical or exceptional social need is presented. For example, where one or both parents or the child have a disability that may make travel to a school that is further away difficult. Evidence must be supported in a written statement by a professionally involved third party, such as a doctor or a social worker.

*The supporting evidence should set out the particular reasons why the school in question is the most suitable school and **must** be submitted at the time of application. **You will not be allocated a place under this criterion if the required evidence is not produced.***

- iii. Pupils living within the greater catchment area of the school partnership and those on whose behalf firm evidence is presented that they will be living in the partnership catchment area by the appropriate admission date.

*You may be asked to provide evidence of residency in the greater catchment area of the requested school.*

- iv. Requests on behalf of pupils which are based on the need to maintain continuity of educational provision within the feeder pattern of Northumberland's system of First, Middle and High Schools.

This criterion only relates to pupils transferring from a First to Middle, Middle to High or Primary to Secondary school.

*This criterion does not apply to those pupils who have entered a school in the final year before transfer.*

- v. Pupils who have an older brother or sister who already attends the school including sixth form and who is expected to be on roll at the school at the time of admission.

*For the purpose of admissions, siblings are deemed to be brothers and sisters, step brothers and sisters, adopted brothers and sisters and other children who reside permanently in the household and are treated as siblings.*

- vi. Pupils on whose behalf preferences are expressed on grounds other than those outlined above.

4. Should it prove necessary, because places are limited, to distinguish between pupils in any given category, priority will be given to those who live nearest to the school, measured in a direct line ('as the crow flies') from home to school. The distance checker is contained within the EMS school admissions software using GIS data. Distance checking is an integral function within the school admissions software ensuring consistency in measurement.

These arrangements will not be applied until the admissions of September 2010. This will be discussed and agreed in principle with Northumberland County Council. Admission arrangements are reviewed annually.

## APPENDIX F

### Response Form

Please return any response to Ponteland High School, Callerton Lane, Ponteland, Newcastle upon Tyne, NE20 9EY [trust@pchs.northumberland.sch.uk](mailto:trust@pchs.northumberland.sch.uk) by 12 Midnight on 17 July 2009.

Name: .....email:.....  
Address: .....

Please tick the appropriate box (es) in the matrix below to indicate on what basis you are responding to this consultation:

	Pupil	Parent	Staff	Other
Ponteland High School				
Other School Name: ( ..... )				
Non School respondent:				

Do you support the proposals for the school adopting Trust School status?

Yes	No	Don't know
Comments in support of your answer:		

Do you feel the proposed name of Ponteland Learning Trust is the most suitable?

Yes	No	Don't know
What alternative name do you suggest?		

Are you happy with the schools working with the proposed partners?

Yes	No	Don't know
Comments in support of your answer:		

Are you happy with the Visions and Aims as outlined in the consultation?

Yes	No	Don't know
<p><b>What ideas have you to improve the wording of the Visions and Aims?</b></p>		

**We propose the Trust should appoint a minority of governors – this would bring in expertise from our partners, but no group would have overall control and one third of governors would still be elected parents. Do you think this is the right model of governorship for the school?**

Yes	No	Don't know
<p><b>Describe any alternative governorship model?</b></p>		

**Do you have any other comments, concerns, or suggestions you think we should consider?**

Yes	No	Don't know

**If you have any alternative proposals could you please summarise them below?**

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