

Trust Schools Some Key Questions

Q: What is a Trust School?

A: Trust Schools are:

- foundation schools supported by a charitable foundation or “Trust”
- part of the local authority family of schools, funded on exactly the same basis as other local authority maintained schools
- able to employ their own staff, set their own admission arrangements, and manage their own land and assets
- supported by the Trust through the appointment of governors to the school’s governing body
- not uniform in nature. The members of the Trust might include education charities, further or higher education institutions, business foundations or community groups, for example. A Trust might work with a single school, a group of schools or a network of schools across the country. The important thing is what’s right for the individual school.
- about building formalised long term strategic relationships with partners and/or other schools for the purposes of raising standards for the benefit of all pupils.

It will be for the school’s **existing governing body** to decide whether to acquire a Trust, who the members of that Trust should be, and whether the Trust should appoint the majority or minority of the governing body.

A Trust school is **NOT**

- an Academy
- a GM school
- an independent or privatised school
- involved in an admissions free for all
- funded differently from community schools
- run by businesses
- separated from the LA
- able to avoid LA reorganisation plans.

Q: What does Trust status offer?

A: The government want all schools to be strong self-confident schools with a distinct ethos working with parents, children, their local communities and other partners to deliver an excellent education that meets the specific needs of their pupils.

A Trust school is simply a foundation school that forges a long-term sustainable relationship with external partners to create a new source of dynamism and to help raise standards.

Q: What is the position of staff in a Trust school?

A: Staff will be employed by the Governing Body instead of the LA. All staff will be TUPE'd across with no detriment to pay and conditions of service. Trust schools **must** comply with the national School Teachers' Pay and Conditions Document.

Q: What might be the aims of a Holly Lodge Trust?

A: This would be determined by the school and governors and could include:

- raising standards/levels of attainment of all learners
- increasing post 16 and post 18 participation rates, particularly those relating to health sciences
- addressing community health issues
- providing wide ranging extended services that meet community needs.

Q: Why does the school have to have Foundation status as well and why is it desirable to move towards this now?

A: Trust schools must have Foundation status according to statute. Trust status is a further development of Foundation status. Perceptions of Holly Lodge in the local community suggest that a 'rebranding' of the school would be beneficial as soon as possible.

Q: Who might the Trustees be and what might they contribute to the Trust?

A: This would be determined by the school, governors and Trustees but could well include:

Possible Trust Members	Contribution to the Trust
Holly Lodge High School College of Science and Health	<ul style="list-style-type: none">○ Educational expertise/knowledge and experience in the local community○ Collaborative contributions of key staff in meeting the aims of the Trust○ Leadership and management skills in education and Children's Services○ Key links with post 16 providers, Higher Education Institutions and wider progression routes for learners
Local Authority/Children's Trust	<ul style="list-style-type: none">○ Support for and strengthening of local partnerships○ Expertise across all children's services functions○ Expertise in adult, community and family learning
Sandwell Primary Care Trust	<ul style="list-style-type: none">○ Expertise and experience of health

	provision and services
A Sports Trust	<ul style="list-style-type: none"> ○ Expertise and experience of promoting sports and exercise
Higher Education Institution(s)	<ul style="list-style-type: none"> ○ Sharing information regarding changing HE progression routes ○ Curriculum development research ○ Providing wider research based experience
Education Charity/Trust	<ul style="list-style-type: none"> ○ Commitment to Every Child Matters and extended services

Q: In summary, what are the overall benefits of acquiring Trust status for the school?

A: It would provide long term, sustainable partnerships to future proof current Science and Health Innovation work, plans for Holly Lodge in BSF and extended services for the school and community.

As a legal entity it would be able to work closely with the Local Authority, delivering high quality commissioned services and excellent educational provision for all its learners. Most importantly it would provide a local dynamic for improvement and an inclusive approach to planning, innovation, curriculum development and extended services. At a time of rapid educational change, the Holly Lodge Trust would provide proactive strategic leadership in a local educational landscape where competition is fierce and where parental perception of the school's distinctive nature is key to its future.

Any decision about the long term future of the school and Foundation Trust status must be based on the benefits to young people and our local community.

Julian Souter
Head Teacher
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Q: How would pupils benefit?

- access to health facilities and a health-based curriculum
- better work experience/work placement opportunities
- better accommodation and resources in specialist areas (science, health, PE/Sport)
- access to a wider range of health professionals and support
- enriched curriculum (all areas)
- health sciences post-16 provision at the school
- increased post-16 and higher education take up
- wider range of extended services
- higher status in the local community

Q: What are the implications/benefits for staff?

- better recruitment of staff
- school with more control over admissions
- more flexible support staffing structures and new posts of responsibility within teaching and support staffing structures
- long-term sustainable partnerships with Trust partners
- wider training and development opportunities
- opportunities for research
- links with higher education institutions
- post 16 teaching opportunities
- opportunities to engage in 'cutting edge' curriculum planning and developments
- no changes to conditions of service