Aspire Community Trust

(A mutual schools co-operative education trust)

Proposal Consultation Information Pack

The Reason for the Consultation
The Governing Bodies of Bassett Green Primary School, Bevois Town Primary School, Cantell School, Mansbridge Primary School, Maytree Nursery and Infant School and Swaythling Primary School are proposing to change their legal school category from community to foundation and, at the same time, acquire charitable status as a shared co-operative Trust; to be known as:

Aspire Community Trust

This publication provides information about our Proposal including how we are planning to develop and improve our schools - and why we think that setting up a co-operative education Trust will help us to achieve this.

Copies of this information are available at our school as well as electronically from our website.

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

a) Reading this information and asking for further information if you need any.

b) Attending one of the consultation meetings (details CONTAINED IN THIS DOCUMENT).

You can respond to the consultation
1. By completing the Proposal Consultation response forms, which are available from the school or on the school website
2. By sending comments or requests for further information by email or in writing to the schools: consultation c/o The Governing Body

Bassett Green Primary School
Honeysuckle Road, Southampton SO16 3BZ

Website: www.bassettgreen.net
Email: consultation@bassettgreen.net
Bevois Town Primary School
Cedar Road, Southampton SO14 6RU
Website: www.bevoistown.co.uk
Email: consultation@bevoistown.co.uk
Telephone: 02380221467

Cantell School
Violet Road, Southampton SO16 3GJ
Website: www.cantell.co.uk
Email: consultation@cantell.co.uk
Telephone: 02380323111

Mansbridge Primary School
Octavia Rd, Southampton SO18 2LX
Website: www.mansbridgepri.net
Email: consultation@mansbridgepri.net
Telephone: 02380556691

Maytree Infant and Nursery School
195 Derby Road, Southampton SO14 0DZ
Website: www.maytreeschool.co.uk
Email: consultation@maytree.co.uk
Telephone: 02380630522

Swaythling Primary School
Mayfield Road, Southampton, SO17 3SZ
Website: www.swaythlingprimary.net
Email: consultation@swaythlingprimary.org
Telephone: 02380552252
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Section 1  Summary

1. The Governing Bodies and the leadership teams of Bassett Green Primary School, Bevois Town Primary School, Cantell School, Mansbridge Primary School, Maytree Infant and Nursery School and Swaythling Primary School have been considering how best to plan for the long term future of the school, in the light of changes happening in the public education service.

2. We want to ensure that we continue improving the service we offer to our children and young people and we want to become part of a regional and national network of schools and partners that can help us to deliver that ambition.

3. To take this plan forward, we are proposing to change the school category from community to foundation and at the same time to acquire (establish) together a co-operative education trust, to be called The Aspire Community Trust.

4. The proposed date of implementation (i.e. the date on which any legal change of category would take place and the Trust would be created) is 1st September 2017.
5. The process of change will not result in noticeable day to day differences for our schools, but we believe that setting up this partnership will allow us to join a group of likeminded education providers and learn from the shared expertise and experience they offer.

6. Further information is provided below – we would be pleased to hear what your thoughts are.

7. You are invited to comment on these proposals at any time until the end of the consultation period, which runs from **19th June - 14th July 2017**.

**Section 2  The Vision and Values of our proposed Education Trust**

8. *The vision we have for our proposed Education Trust is of a strong partnership that helps us to:*
   - Develop outstanding teaching for all our learners.
   - Increase the level of aspiration and opportunities for our community.
   - Realise the potential of every young person in our community.
   - Ensure excellent employment prospects for our learners.
   - Improve the experience of transition for our learners at each key stage.
   - Build on the existing strong links between our schools.
   - Develop our partnership with our parents and the wider community.
   - Develop stronger partnerships with other education providers and employers for the benefit of all our children and families.

9. As a Co-operative Education Trust, we will adopt and support the values and principles of the co-operative movement in our work: all Co-operatives are based on the values of **self-help, self-responsibility, democracy, equality, equity and solidarity**. Co-operative members also believe in **honesty, openness, social responsibility and caring for others**.

**Section 3  The main aims and ambitions we have for our school**

Governors and school leaders have agreed the following goals for the next five years:

We want to:

10. **Develop outstanding teaching for all our learners.**

We will use the proposed education partnership trust to support work designed to:

   - Deliver high quality and outstanding teaching.
   - Harness local resources efficiently in the interests of learning.
   - Create the right conditions for enjoyable effective learning.
   - Develop the expertise of our staff to ensure all learners can achieve.
   - Ensure that all learners make significant progress during their time at the school.

11. **Increase the level of aspiration and opportunities for our community.**

We will use the proposed education partnership trust to support work designed to:

   - Encourage our whole learning community to have high expectations of our learners.
   - Encourage our children and young people to have high expectations of themselves.
   - Encourage our children and young people to become life-long learners.
- Foster creativity and innovation through an exciting and challenging curriculum.
- Create a sense of local pride and excitement in the possibilities of the wider world.
- Support members of the local community in their efforts to learn and succeed.

12. **Realise the potential of all our young people in our community.**
   
   We will use the proposed education partnership trust to support work designed to:
   
   - Create opportunities for our learners to experience different educational experiences.
   - Develop the resilience and confidence of our learners.
   - Increase the number of learners engaging in local volunteering.
   - Create more opportunities for learners to develop their emotional well-being.
   - Enhance our provision of social and moral support for the young people in our schools.

13. **Ensure excellent longer term employment prospects for our learners.**
   
   We will use the proposed education partnership trust to support work designed to:
   
   - Develop support for all learners in discovering their talents and abilities.
   - Ensure all learners develop skills of entrepreneurship and enterprise.
   - Equip all learners with effective basic skills to succeed in the workplace.
   - Give every learner a good understanding of the world of work.

14. **Enrich the curriculum by providing innovative opportunities to develop the children’s knowledge and understanding of the world, to raise self-esteem and promote pupil well-being.**
   
   We will use the proposed education partnership trust to support work designed to:
   
   - Develop the pupils’ national and international identity.
   - Increase the range of sporting opportunities for pupils within the curriculum and as extra-curricular activities to improve pupil fitness and team ethos.
   - Increase opportunities of music including instrumental teaching and singing.
   - Incorporate a range of coordinated extension activities for the children across all schools e.g. theatre groups and teaching of specialist skills.

15. **Improve transition for our learners across each key stage.**
   
   We will use the proposed education partnership trust to support work designed to:
   
   - Ensure all schools work together to raise standards in each transition year.
   - Communicate the expectations and demands of each key stage effectively to parents.
   - Ensure our learners experience continuity of learning when changing stages or classes.
   - Ensure outstanding outcomes for learners moving into a new education setting.

16. **Develop our education partnership to include our parents and the wider community.**
   
   We will use the proposed education partnership trust to support work designed to:
   
   - Develop and share resources to improve outcomes for our learners.
☐ Enable parents and carers to make a positive contribution to learning.
☐ Engage local community organisations and extend what schools can offer.
☐ Engage other partners who can support our work to the benefit of our learners.

17. **Develop partnerships with continuing and higher education and employers.**
We will use the proposed education partnership trust to support work designed to:

☐ Increase our expertise in teaching and learning.
☐ Increase the access of our learners to university and lifelong learning.
☐ Increase the involvement of local employers in our curriculum.
☐ Develop a wider range of work based learning experiences for our learners.
☐ Foster greater levels of work based skills and competencies.

**Section 4  List of Consultees**
We want to consult widely about this Proposal to ensure all interested parties have their say.
We are actively seeking the views of the following groups of people:

• Learners at the school; Parents and carers;
• Teachers and support staff;
• Neighbouring schools which might be affected by or interested in the proposals;
• Staff and users of local Children’s Centres;
• Teacher associations and trades unions representing school staff;
• The Local Authority; The City Council;
• Local MPs and elected local councillors;
• Local community and voluntary groups; Local faith and religious groups
• Local and neighbouring Further Education and Higher Education providers;
• Health care providers and commissioning groups.

If you know of any other stakeholders who should be contacted, please inform the school.

The dates for consultation meetings have been arranged as follows:

**Monday 26th June 2017**
**Bevois Town Primary School**
2.00pm - Parents/Carers 3.00pm - Staff 6.00pm - Parents/Carers/Public
Tuesday 27th June 2017
Basset Green Primary School
2.00pm - Parents/Carers  3.30pm - Staff  6.00pm - Parents/Carers/Public

Wednesday 28th June 2017
Cantell School
2.00pm - Parents/Carers  3.00pm - Staff  6.00pm - Parents/Carers/Public

Thursday 29th June 2017
Mansbridge Primary School
9.05am - Parents/Carers/Public  3.00pm - Staff

Friday 30th June 2017
Swaythling Primary School
2.00pm - Parents/Carers/Public  3.30pm - Staff

Monday 3rd July 2017
Maytree Infant and Nursery School
2.00pm - Parents/Carers/Public  3.45pm - Staff  6.00pm - Parents/Carers/Public

All schools will be discussing the proposals with learners, to see what their views are.

Meetings for the public are open to parents and carers of all schools as well as the local community.

Section 5 Further information

What is the purpose of a Co-operative Education Trust and what is involved in developing a Trust?

18. The purpose of a Co-operative Education Trust is to support the best possible school performance and learning outcomes, by developing a strong, values-driven partnership of one or more schools.

19. Under the **2006 Education and Inspections Act**, schools have the power to change their legal status to become Trust (or ‘Foundation’) schools, subject to consultation. Elements of the 2006 Act are expected to be updated by the **Education and Adoption Act 2015**.

20. The Trust (or Foundation) provides a supporting, strategic partnership alongside the continuing governance and professional leadership of the school or schools – as happens with faith schools, e.g. VA and VC schools with a Church of England Foundation.

21. Trust Schools continue to teach the National Curriculum and are inspected by Ofsted at appropriate times.
22. A Trust school becomes its own admissions authority, employs its own staff and takes over ownership of its land and buildings.

**Decision making responsibilities for any change of status**


24. **The Decision Maker is the Governing Body** – there is no requirement for the Local Authority or the DfE to endorse or approve a proposal to create a Co-operative Trust.

25. When considering this process, the Governing body is required to notify the Local Authority that they will be meeting to discuss a possible change of category, e.g. from community maintained school to foundation category (maintained sector).

**The Decision Making and Consultation process**

26. Decision making begins with a formal vote by governors to consult (or consider in public discussion) a proposal for a change of status. The publication of a proposal in draft form is a required part of the consultation process.

27. The consultation process – four weeks, allows all interested parties to express a view.

28. Governors have the responsibility to consider all views, including external advice where this is commissioned and to make a final decision to go ahead (implement); or to defer; or to not proceed.

**People Management and Employment: what happens to staff?**

29. The Governing Body of a Foundation school becomes responsible for pupil admissions and will work with the Local Authority to provide pupil places under the requirements of the National Schools Admissions Code.

30. The Governing Body of a Foundation School is the employer for staff with effect from the date of the legal change to the school’s status.

31. This is not such a major development as it may seem: all schools have undertaken the key tasks of the employer since 1989. Maintaining existing HR and Payroll support services will provide Head teachers and Governors with support and guidance, as at present.

32. All employees employed by the school immediately before the transfer irrespective of their length of service have entitlement to continuous employment.

33. This is **not a transfer to a ‘new employer’** within the regulations determined in the Transfer of Undertaking (Protection of Employment) (TUPE) Regulations 2006. No formal TUPE process is required as the employer is not changing under the legislation, this is a re-organisation within the maintained sector schools public service: a ‘TUPE-like’ consultation is organised to ensure full consultation.

34. All employees will transfer with entitlement to retain existing terms and conditions of employment and there is no break to the employees continuity of service.

35. Teaching staff will automatically continue to have access to the National Pension Scheme. For support staff a formal confirmation by local authority resolution is required; Governors will ensure that this is secured during the process.

**Management of Land and assets**

36. As soon as the Trust is established land and buildings transfer to it automatically. There
is no right of veto from the Local Authority or any other body. The land and buildings are held on trust (for nil payment) for the duration of the trust for the educational purposes/benefit of the school in accordance with the Trust’s legal constitution as set out in the Articles registered at Companies House.

37. The legal conveyancing work can take some time, however. For example, more complex arrangements will apply where there is dual usage; on site accommodation; a PFI (Private Finance Initiative) or other agreement already in force. In all cases, the final agreement involves a process of negotiation and agreement between the legal team acting for the Trust and the Local Authority.

38. Trust school governing bodies have very similar responsibilities for buildings maintenance and generally manage major aspects of this through a service level agreement, often with the Local Authority.

39. The management of Health and Safety for premises will require access to and sensible usage of a professional service, as is normally the current arrangement.

*Maintenance funding and major incident responsibility*

40. Trust schools remain local authority maintained and are funded in the same way as all other maintained schools. Therefore funding for buildings remains the same.

41. The Local Authority has a responsibility to maintain schools to provide education within the community; as with all maintained schools, the local authority has an obligation to fund major costs towards keeping this provision, e.g. roof damage, health and safety issues due to asbestos or unsafe heating systems.

42. If the school is currently buying into a service level agreement with the local authority or pays the local authority to maintain buildings, this arrangement should be able to continue so that the responsibility on the governors for the land and buildings remain the same.

43. Should the Local Authority or the DfE wish to use a part of the site or building for other things then agreements can only be made in discussion with the Trust. The Trust cannot make decisions against the will of an individual Governing Body to part with or use their school’s land, but the Trust can act to support the school and prevent any unwanted usage e.g. a free school being built or occupying part of the school site.
The Trust and Trust Partners

44. A Co-operative trust is a variation of trust that is co-operative in its nature and supports the core cooperative values of self help, equality, equity, democracy, solidarity and self responsibility.

45. The Co-operative Trust model usually includes at least one partner who holds the same values and a membership arrangement through which parents, pupils, staff and other stakeholders can be involved and have a say in how the trust is run.

46. Partners in the Trust can include the Local Authority, Further or Higher Education; local businesses or other community organizations; the common factor is a commitment to contribute to a successful learning community.

47. The Proposed Education Trust will be built around the schools as the key partners. Other schools can consider becoming a full or a partner member of the Trust at a later stage if they wish to. If they do join the Trust, they will be full contributors to and beneficiaries of the work of the Trust.

48. Other partners are being invited to join Trust to add to the strength of the Trust and the range of experience and opportunities we can bring to our work.

49. The full list of initial partners is shown here:

- CSNET - The Co-operative Schools Network is the delivery arm for the national family of co-operative schools and provides a range of support services and considerable educational expertise to schools in our region and across the country. The involvement of CSNET will support us in developing a co-operative, values-driven ethos across the whole curriculum and bring national and international links with other co-operative educational institutions and organisations.

- Solent Maths Hub - The Maths hub programme brings together mathematics education professionals in a collaborative national network of 35 hubs, each locally led by an outstanding school or college, to develop and spread excellent practice, for the benefit of all pupils and students.

- Portswood Teaching School Alliance - The Portswood Teaching Alliance is a collegiate alliance that is open, transparent and rigorous focusing on improving opportunities for ALL children to raise their achievement and aspirations by being able to access outstanding education.

50. Over time, the Trust will explore links with other partners from the public, voluntary and commercial sectors that can help to further its aims. Charitable status and existing partnerships will help significantly in identifying suitable partners.

How the Proposed Education Trust can help in practical terms

51. At a time when Local Authority services are diminishing and schools increasingly find themselves working alone, the Trust provides a means of joining together with other schools to serve a common purpose and achieve more together.

52. There are opportunities to make better use of our resources, using the significant collective bargaining power of the Co-operative Schools Network in negotiations with suppliers of goods and services. This will enable us to secure best value and prioritise funding for teaching and learning. The Trust will allow our schools to pool expertise and resources with others to enable them to maximise the benefits for staff and learners.
How will the Trust operate and who will regulate the way it works?

53. The Education Trust will offer membership to parents, learners, employees and local community groups and individuals and provide benefits for each of these groups, but also enlist their support in achieving the aims of the Trust.

54. The Education Trust will become a charitable, not for profit, organisation meeting the legal and other requirements of the Department for Education (DfE).

55. It will carry out its duties in relation to schools as set out by the DfE, specifically by appointing a minority (probably two) governors to the Governing Body of any supported school and by holding the land and assets in trust for the school community.

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

57. Trustees will not be able to earn an income from the Trust, but the Trust may become an employer as it develops its work. Any income generated by the Trust must only be used to support its charitable aims.

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

Governing Body changes

59. In September 1st 2012 the Government changed the arrangements for appointing Parent, Community, Local Authority and Staff Governors.

60. These proposals are designed so that changes should be as minimal as possible when compared with the current composition of the governing body, which will have a minority of governors (probably the legal minimum of two), appointed by the Trust. This helps to ensure that there is a strong link between the Trust and the school Governing Body.

61. The governing body of a foundation school with a ‘minority’ Trust as its foundation, which is what we are proposing, has to be composed as follows:

- The Head teacher;
- One staff governor;
- At least two parent governors;
- One Local Authority governor;
- As many co-opted governors as the governing body considers necessary. The total number of co-opted governors who are also eligible to be elected as staff governors must not exceed one-third of the total membership of the governing body, you must also count the Head teacher’s position in this figure.
- At least two, but no more than 45% of the total, foundation governors appointed by the named Trust; in our case we are proposing the legal minimum of two;

The structure of the Trust and the involvement of Trust members in the work of the Trust

62. We plan to develop a Trust structure which will be properly representative of all members and stakeholders, will represent external partners appropriately and will enable all of our schools to be represented equitably.
63. We would establish a Trust Forum, within 18 months, representing parents, staff, learners and the local community elected from the various membership types. The Trust Forum will help to hold the Trust to account, to shape policies and appoint additional trustees.

64. In putting this together we intent to build on existing governance arrangements whilst creating a structure which is realistic. We have no wish to create an unwieldy and bureaucratic structure that is not fit for purpose.

65. The diagram below represents the relationships in the proposed Trust between the membership, the Trust schools and their Governing Bodies and the Trust’s initial additional partners.

<table>
<thead>
<tr>
<th>Trust Membership (including)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and Carers</td>
</tr>
<tr>
<td>Community Organisations and Individuals</td>
</tr>
</tbody>
</table>

66. Each partner will appoint one trustee to the Board

**The school will appoint two trustees to the Board (being the Head teacher and Chair of Governors).**
Section 6 Further information about Co-operative Values and Principles

The Values and Principles embraced by today’s worldwide Co-operative Movement have evolved from the ideas of the early co-operators of the 18th and 19 centuries. They are embodied in the statement of Co-operative Identity published by the International Co-operative Alliance (http://www.ica.coop/al-ica)

Co-operative Values
Co-operatives throughout the world share a set of values that give them their distinctive character.

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

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

Equality
Each member will have equal rights and benefits (according to their contribution).

Equity
Members will be treated justly and fairly.

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

Democracy
A Co-operative will be structured so that members have control over the organisation - one member, one vote.

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

The co-operative principles are guidelines by which co-operatives put their values into practice.
<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Principle: Voluntary and Open Membership</td>
<td>Co-operatives are voluntary organisations; open to all persons able to use their services and willing to accept responsibilities of membership, without gender, social, racial, political, or religious discrimination.</td>
</tr>
<tr>
<td>2nd Principle: Democratic Member Control</td>
<td>Co-operatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member, one vote), and co-operatives at other levels are also organised in a democratic manner.</td>
</tr>
<tr>
<td>3rd Principle: Member Economic Participation</td>
<td>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 be 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.</td>
</tr>
<tr>
<td>4th Principle: Autonomy and Independence</td>
<td>Co-operatives are autonomous, self-help organisations controlled by their members. If they enter into agreements with other organisations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy.</td>
</tr>
<tr>
<td>5th Principle: Education, Training and Information</td>
<td>Co-operatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively and strengthen the Co-operative Movement by working together through local, national, regional and international structures.</td>
</tr>
<tr>
<td>6th Principle: Co-operation among Co-operatives</td>
<td>Co-operatives serve their members most effectively and strengthen the Co-operative Movement by working together through local, national and international structures.</td>
</tr>
<tr>
<td>7th Principle: Concern for Community</td>
<td>Co-operatives work for the sustainable development of their communities through policies approved by their members.</td>
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</tbody>
</table>
Statutory Notice

Notice is given in accordance with section 19(3) of the Education and Inspections Act 2006 that:

The governing bodies of Bassett Green Primary School, Bevois Town Primary School, Cantell School, Mansbridge Primary School, Maytree Nursery and Infant School and Swaythling Primary School intend to make a prescribed alteration to Bassett Green Primary School, Bevois Town Primary School, Cantell School, Mansbridge Primary School, Maytree Infant and Nursery School and Swaythling Primary School which are Community Schools located in

Bassett Green Primary School. Honeysuckle Road, Southampton SO16 3BZ
Bevois Town Primary School. Cedar Road, Southampton SO14 6RU
Cantell School. Violet Road, Southampton SO16 3GJ
Mansbridge Primary School. 16 Octavia Rd, Southampton SO18 2NE
Maytree Nursery and Infant School. 195 Derby Road, Southampton SO14 0DZ
Swaythling Primary School. Mayfield Road, Southampton, SO17 3SZ

The proposed alteration is to:

- Change school category from Community to Foundation and;
- Together with one or more of the proposed partners to acquire a trust established otherwise than under the School Standards and Framework Act 1998.
- The proposed name of the foundation will be Aspire Community Trust, and the proposed implementation date is 1st September 2017.

The Aspire Community Trust does not already act as a foundation for any school.

The partners in the proposed trust are:

Bassett Green Primary School
Bevois Town Primary School
Cantell School
Mansbridge Primary School
Maytree Infants School
Swaythling Primary School
CSNET
Solent Maths Hub
PTSA
Southampton LA

In addition, learners at each of the schools, parents, staff, members of the local community and local community organisations will be able to become members of the Trust. The Trust will have a Stakeholder Forum composed of members, which will be able to appoint 2 of the Trust’s trustees. As the Trust develops the Trust will welcome other schools and partners joining the Trust.
The rationale for acquiring the Trust, the contribution it will make, and the direction it will provide to the schools can be summarised as follows:

The Trust will support the school in seeking to:

- Develop outstanding teaching for all our students.
- Increase the level of aspiration and opportunities for our community.
- Realise the potential of every young person in our community.
- Ensure excellent employment prospects for our students.
- Enhance the provision of Science, Mathematics and Technology.
- Improve the transition for our students at each key stage.
- Develop our partnership with our parents and the wider community.
- Develop deeper partnerships with our local university and employers.

Copies of the full proposals can be obtained from the schools by writing to or e-mailing the Governing Bodies at the addresses above.

Within four weeks from the date of publication of this proposal any person may object to or make comments on the proposals by sending them by email or in writing to the Governing Body of the appropriate school (address above).

Maureen Smith, Chair of Governors, Bassett Green Primary School
Hilary Jackson, Chair of Governors, Bevois Town Primary School
Rod Varley, Chair of Governors, Cantell School
Gwilym Stone, Chair of Governors, Mansbridge Primary School
Dot Capes, Chair of Governors, Maytree Nursery and Infants School
Nick Gibbins, Chair of Governors, Swaythling Primary School

Date: 19th June 2017