

# **AFACT: Achievement For All Co-operative Trust: Learning Together**

Statutory Proposal and Consultation information for developing the AFACT Trust



DOWNE PRIMARY  
SCHOOL



POVEREST  
PRIMARY SCHOOL

EDGEBURY PRIMARY SCHOOL

## **Proposal and consultation pack**

### **The Reason for the Consultation**

The Governing Boards of Downe Primary School, Edgebury Primary School, Poverest Primary School and Southborough 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 AFACT (Achievement for All Co-operative Trust).

This publication provides information about our Proposal including how we are planning to develop and improve our school/s - 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:

- Reading this information and asking for further information if you need any.
- Attending one of the consultation meetings details are shown below.

### **You can respond to the consultation**

- By completing the Proposal Consultation response forms, which are available from the schools
- By sending comments or requests for further information by email or in writing to the schools: consultation c/o The Governing Board – contact details are provided below.

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## **School Contact Details**

Downe Primary School  
Website: <http://www.downepriamary.com>

High Elms Road, Downe, Orpington, Kent, BR6 7JN  
Tel: 01689853916

Edgebury Primary School  
Website: <http://www.edgebury.bromley.sch.uk>

Belmont Lane, Chislehurst, Kent, BR7 6BL  
Tel: 02084674199

Poverest Primary School  
Website: <http://www.poverestprimaryschool.com>

Tillingbourne Green, St Mary Cray, Orpington, BR5 2JD  
Tel: 01689816060

Southborough Primary School  
Website: <http://www.southborough.bromley.sch.uk>

Southborough Lane, Bromley, Kent, BR2 8AA  
Tel: 02084672343

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## **Section 1 Summary of Proposal**

- 1 The Governing Boards of Downe Primary School, Edgebury Primary School, Poverest Primary School and Southborough Primary School have each 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 This paper sets out a rationale for establishing a shared education partnership in the form of a co-operative Foundation Trust.
- 3 It includes some of the key aspirations for the proposed Trust, the potential benefits of forming links with the wider co-operative education movement and the co-operative values system; finally there is a copy of the Statutory Notice which is required in order to allow interested parties to take part in the discussion and consultation process.

## **Background**

- 4 The London Borough of Bromley has a policy of encouraging all schools to establish autonomous, academy-based models for future operation. Neighbouring boroughs, including Bexley have encouraged consideration of this and other models for sustainable school improvement partnership working.
- 5 This has coincided with a reduction in funding and the inevitable changes in quality and availability of core support services for schools across all local authorities.
- 6 The group of schools supporting this proposal for evaluation by governors and other stakeholders, including the learning communities which our schools serve, feel that it is now time to provide a positive vision for the future of our collective education provision.
- 7 The schools have all considered very carefully and at some considerable length the model of the Multi-Academy Trust, which has been until recently the main vehicle identified for collaboration under government policy.
- 8 We have met with DfE officials and discussed opportunities and disadvantages to this model. DfE officers advised that our collective commitment to shared school-improvement work was felt unsuitable for a Multi-Academy Trust proposal.

## **Co-operative education**

- 9 Since 2006, over 700 schools have formed legally structured co-operative partnerships. The majority affiliate as members of the Schools Co-operative Society, for which the operational side is known as CSNET and our local regional networks is the London/SE Region – LASER
- 10 The values of the Co-operative movement are well known as the basis for democratically accountable organisations providing essential services to their local communities. Throughout our discussions on school partnership work, we have found much in common with the values of the Co-operative Schools Network.
- 11 Through this movement and the regional network, AFACT would have access to considerable resources, expertise and support for further school improvement work and technical expertise.

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- 12 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.

### **Forming the Trust**

To take our plans forward, we are proposing to change the schools' category from community maintained to foundation maintained and at the same time to acquire (establish) a co-operative education trust, to be called AFACT (Achievement for All Co-operative Trust).

- 13 The proposed date of implementation (i.e. the date when any legal change of category would take place and the Trust be created) is 1<sup>st</sup> October 2018.
- 14 The process of change will not result in noticeable day to day differences for our school, but we believe that setting up this partnership will allow us to join a group of like-minded education providers and learn from the shared expertise and experience they offer.
- 15 Further information is provided below – we would be pleased to hear what your thoughts are and invite you to become a member of the Trust so that you can contribute to its work if we do go ahead.
- 16 You are invited to comment on these proposals at any time during the consultation period, which runs from mid-day on 13<sup>th</sup> June 2018 until mid-day on 11<sup>th</sup> July 2018.

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

The vision we have for the AFACT 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.
  - Enrich the curriculum by providing opportunities to develop our children's knowledge and understanding of the world, to raise self esteem and promote pupil wellbeing
  - Improve the experience of transition for our learners at each key stage.
  - Develop our partnership with our parents and the wider community.
  - Develop stronger partnerships with other education providers and employers.
- 17 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**

- 18 Governors and school leaders have agreed some shared goals for the next five years. We believe that it is essential that our proposed partnership should be rooted in our Ambition – a single word that we have adopted as our key message.
- 19 During discussions, a preliminary set of ambitious priorities has been agreed as a form of “manifesto” or a set of commitments, against which the performance of the Trust would be judged by the learning communities we serve in Bromley.
- 20 The key indicators agreed in these planning discussions include our expectation that:
- All of our schools will secure “Good” or “Outstanding” judgements from Ofsted inspection
  - All of our schools will achieve national floor targets or better school performance data
  - All of our learners will achieve expected rates of progress in line with national expectations
  - Our schools will offer an inclusive curriculum, based on best professional practice
  - Our schools engage in continuous self-improvement to deliver high quality teaching
  - Our schools will demonstrate the highest standards of leadership and governance
- 21 To deliver these expectations, we will work together, so that we all:
- 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 every learner makes good progress during their time at the school

#### ***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 engage in **life-long learning**.
- 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.

#### ***To foster high expectations, we will:***

- 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.
- Ensure excellent longer term employment prospects for our learners.
- 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.
- Enrich the curriculum by providing innovative curriculum opportunities to develop children’s knowledge and understanding of the world, to raise self-esteem and promote well-being.

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## ***To promote lifelong learning, creativity and excitement, we will:***

- Develop the provision and use of ICT for national and international links with other schools
- Use ICT and other communications to develop the pupils' national and international identity
- Increase the range of sporting opportunities for pupils, including inter school competition
- Use sporting activities to both improve skills and levels of fitness
- Increase opportunities for music including instrumental teaching and singing
- Incorporate extension activities such as theatre groups and teaching of specialist skills, where sharing provision offers additional opportunity and best value
- 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.
- Develop our education partnership to include our parents and the wider community.
- 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.
- Develop partnerships with continuing and higher education and employers.
- 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 and consultation arrangements**

22 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 District and Borough 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;

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

### **23 Dates for consultation meetings:**

The following timetable has been arranged for meetings to discuss the proposals with all interested parties. Parents are welcome to attend any meeting at another school if this is more convenient.

Date	Timing and venue	Audience
Tues 26/06	1215 Southborough Primary School	Trade Union meeting
	1415 Southborough Primary School	School Council
	1445 Southborough Primary School	Parents 1
	1615 Southborough Primary School	All Staff
Weds 27/06	1100 Downe Primary School	School Council
	1145 Edgebury Primary School	School Council
	1315 Poverest Primary School	School Council
	1445 Poverest Primary School	Parents 4
	1645 Downe Primary School	Parents 2
	1800 Edgebury Primary School	Public & Parents 3

**We are inviting responses and comments to the proposals in various ways:**  
**You can offer your views during consultation meetings (notes will be taken);**  
**by writing to any of the school offices; or by email to [consult@csnetwork.coop](mailto:consult@csnetwork.coop); or by**  
**using the response forms available at meetings and which are being sent out to our**  
**stakeholders and consultees.**

## **Section 5 Further information about the Trust and how it will work**

### **What is the purpose of a Co-operative Education Trust and how is it set up?**

- 24 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.
- 25 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 have been updated by the Education and Adoption Act 2016.
- 26 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.
- 27 Trust Schools continue to teach the National Curriculum and are inspected by Ofsted at appropriate times.
- 28 A Trust or Foundation 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**

- 29 The process for a change of school status is set out in the SOPAM Regulations (2016)(Statutory Order for Prescribed Alteration to Maintained schools)
- 30 The Decision Maker is the Governing Board – there is no requirement for the Local Authority or the DfE to endorse or approve a proposal to create a Co-operative Trust.
- 31 When considering this process, the Governing Board 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**

- 32 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.
- 33 The consultation process – at least four weeks, but usually around half a term - allows all interested parties to express a view.
- 34 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?**

- 35 The Governing Board 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.
- 36 The Governing Board of a Foundation School is the employer for staff with effect from the date of the legal change to the school's status.
- 37 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.
- 38 All employees employed by the school immediately before the transfer irrespective of their length of service have entitlement to continuous employment.
- 39 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.
- 40 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.
- 41 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**

- 42 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.
- 43 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.
- 44 Trust school Governing Boards have very similar responsibilities for buildings maintenance and generally manage major aspects of this through a service level agreement, often with the Local Authority.

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- 45 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**

- 46 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.
- 47 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.
- 48 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.
- 49 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 Board 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**

- 50 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.
- 51 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.
- 52 Partners in the Trust can include the Local Authority, Further or Higher Education; local businesses or other community organisations; the common factor is a commitment to contribute to a successful learning community.
- 53 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
- 54 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.

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- 55 The initial partners are shown here; over time we will involve others who can support our work:

**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.

- 56 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**

- 57 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.
- 58 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?**

- 59 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.
- 60 The Education Trust will become a charitable, not for profit, organisation meeting the legal and other requirements of the Department for Education (DfE).
- 61 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 Board of any supported school and by holding the land and assets in trust for the school community.
- 62 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
- 63 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.
- 64 Trustees will meet a minimum of 3 times a year (co-ordinated with existing school governance arrangements as required).

### *Governing Board changes*

- 65 In September 1st 2012 the Government changed the arrangements for appointing Parent, Community, Local Authority and Staff Governors.
- 66 These proposals are designed so that changes should be as minimal as possible when compared with the current composition of the Governing Board, 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 Board.
- 67 The Governing Board 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 Board 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 Board, 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;
- 68 (There will, however, be arrangements in the legal constitution that may allow the Trust to increase the number of foundation governors to a majority if the school needs additional support at any time, because it has developed weaknesses for any particular reason).

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

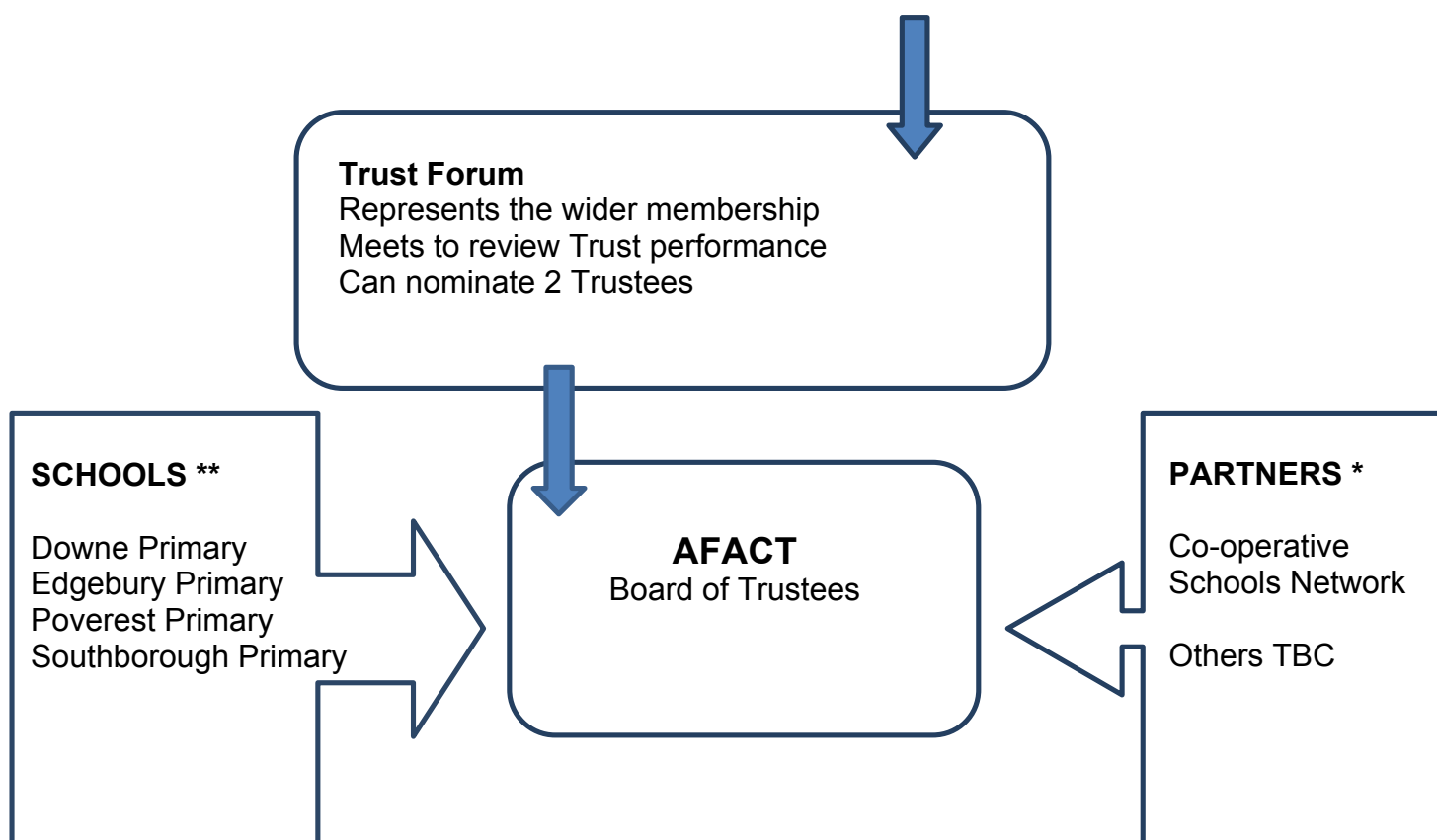
- 69 We plan to develop a Trust structure which will be properly representative of all members and stakeholders, will represent external partners appropriately and will enable all of our schools to be represented equitably.
- 70 We would establish a Trust Forum, within 18 months, representing parents, 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.
- 71 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.

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- 72 The diagram below represents the relationships in the proposed Trust between the membership, the Trust schools and their Governing Boards and the Trust's initial additional partners.

Trust Membership (including)		
Parents and Carers	Staff	Learners
Community Organisations and Individuals		



\* Each partner will appoint one trustee to the Board

\*\* Each school will appoint 2 trustees to the Board (the Head teacher and Chair of Governors).

## **Section 6 Further information about The 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 18<sup>th</sup> 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) (<http://www.ica.coop/al-ica>)



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

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1 <sup>st</sup> Principle: Voluntary and Open Membership	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.
2 <sup>nd</sup> Principle: Democratic Member Control	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.
3 <sup>rd</sup> Principle: Member Economic Participation	<p>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:</p> <p>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.</p>
4 <sup>th</sup> Principle: Autonomy and Independence	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.
5 <sup>th</sup> Principle: Education, Training and Information	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.
6 <sup>th</sup> 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 and international structures.
7 <sup>th</sup> Principle: Concern for Community	Co-operatives work for the sustainable development of their communities through policies approved by their members.

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## Section 7 Statutory Notice

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

The Governing Boards of Downe Primary School, Edgebury Primary School, Poverest Primary School and Southborough Primary School intend to make a prescribed alteration in each case to Downe Primary School, Edgebury Primary School, Poverest Primary School and Southborough Primary School which are Community Schools located at:-

Down Primary School	High Elms Road, Downe, Orpington, Kent, BR6 7JN
Edgebury Primary School	Belmont Lane, Chislehurst, Kent, BR7 6BL
Poverest Primary School	Tillingbourne Green, St Mary Cray, Orpington, Kent, BR5 2JD
Southborough Primary School	Southborough Lane, Bromley, Kent, BR2 8AA

The proposed alteration in each case 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 AFACT (Achievement for All Co-operative Trust) and the proposed implementation date is 1st October 2018.

AFACT (Achievement for All Co-operative Trust) does not already act as a foundation for any school.

The partners in the proposed trust are:

- Downe Primary School
- Edgebury Primary School
- Poverest Primary School
- Southborough Primary School
- The Cooperative Schools Network

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 schools in seeking 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.
- Develop an excellent and innovative curriculum to support the raising of standards and the improvement of pupil wellbeing
- Improve the experience of transition for our learners at each key stage.
- Develop our partnership with our parents and the wider community.
- Develop stronger partnerships with other education providers and employers.

This notice is an extract from the complete proposal. Copies of the full proposal can be obtained from the schools by writing to or e-mailing the Governing Boards 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 Board of the appropriate school*

(at the addresses given above).

**Date: 13<sup>th</sup> June 2018**

Signed:

Tim Mountain	Chair of The Governing Board of Downe Primary School
Huw Pritchard	Chair of The Governing Board of Edgebury Primary School
Kevin Graham	Chair of The Governing Board of Poverest Primary School
Nick Cooper	Chair of The Governing Board of Southborough Primary School