



DOVESTONE LEARNING PARTNERSHIP

ANNUAL REPORT

FOR

1 October 2017- 30 September 2018

Reference and Administrative Information

Company Name: Dovestone Learning Partnership (DLP)

Company Registration Number: 10866723

Registered Office: Saddleworth School
High Street
Uppermill
Oldham
OL3 6BU

Trustees:

Sue Callaghan	Christ Church, Denshaw, CE Primary School
Paula Paslow	Christ Church, Denshaw, CE Primary School
Alison Leigh (Chair)	Delph Primary School
Mark Hopkins	Delph Primary School
Sarah Newton	Diggle Primary School
Mike Rea	Diggle Primary School
Rachel Swaby	Friezland Primary School
Jane Goodwin	Friezland Primary School
Vanessa Payne	Knowsley Junior School
Carol Pinnington	Knowsley Junior School
Matthew Milburn	Saddleworth High School
Alice Rea	Saddleworth High School
Sarah Butterworth	St Agnes CE Primary School
Chris Cartwright	St Agnes CE Primary School
Suzanne Hall (V Chair)	St Mary's, Greenfield, CE Primary School
Mark Rhan	St Mary's, Greenfield, CE Primary School
Caroline Ireland	St Thomas', Leesfield, CE Primary School
Paula Glynn	St Thomas', Leesfield, CE Primary School
Rebecca Ashton	St Thomas', Leesfield, CE Primary School
Jayne Clarke	Oldham Sixth Form College
James Iveson	Community Representative

Members of the Trust body are appointed in line with the Memorandum and Articles of Association, with due regard to statutory guidance for Trusts which are appointing bodies for schools.

Solicitors: Brownejacobson
Mowbray House
Castle Meadow Road
Nottingham
NG2 1BJ

Accountants:

Jackson, Brierley Harthan Ltd
43 High Street
Uppermill
Oldham
OL3 6HS

Auditors:

N/A

The Trustees, who are also Directors of Dovestone Learning Partnership for the purposes of company law, present their annual report for the first year of operation which ended 30 September 2018.

Introduction

The Dovestone Learning Partnership was established in October 2016 by eight primary schools and one secondary school based in the Saddleworth and Lees area of Oldham Local Authority. They are:

Christ Church, Denshaw, CE Primary School
Delph Primary School
Diggle Primary School
Friezland Primary School
Knowsley Junior School
Saddleworth High School
St Agnes CE Primary School
St Mary's, Greenfield, CE Primary School
St Thomas', Leesfield, CE Primary School

This is a legal arrangement between the schools with Delph and Diggle Primary and Knowsley Junior Schools changing their status to foundation schools to establish the Trust. All the schools believe that by working together they can help improve the outcomes for the pupils. Whilst each school retains its own identity and ethos, the schools share the co-operative values of Self-help, Self –responsibility, Democracy, Equality, Solidarity and the Ethical Values of honesty, openness, social responsibility and caring for others. Together they face many similar challenges in relation to finance, recruitment and retention of staff, Ofsted, school outcomes, youth mental health etc. Together they work collaboratively for the benefit of all the schools involved.

Structure Governance and Management

The Dovestone Learning Partnership is a Co-operative Trust created under the auspices of the School Standards and Framework Act 1998 and uses a DfE approved model Memorandum and Articles of Association. The company was incorporated and gained charitable status on 14 July 2017. The charity was set out to administer and manage the property and other assets of the charity, known as the Dovestone Learning Partnership, for the public benefit.

Role of the Trustees

There are two trustees per school, which is generally the Head teacher and Chair of Governors, together with representatives from other organisations that can support the work of the DLP. All the Trustees are familiar with the work of the DLP and visit the schools. New Trustees would be introduced to our work by existing Trustees.

Risk Management:

The Trustees have assessed the major risks to which the charity is exposed, and continue to monitor the arrangements and systems in place, to mitigate those risks. Procedures are in place regarding health and safety of staff, pupils and visitors to the schools of the Trust. The Trustees seek appropriate advice, for example, through their insurers, solicitors and Local Authority.

Organisational Structure:

The Dovestone Learning Partnership has a Trustee Board of 21 at the present time with one application pending. The Board, who meet a minimum of three times each year, are responsible for the strategic direction and policy of the partnership. A Memorandum of Understanding is in place and the day to day responsibility for the organisation rests with the Steering Group of Headteachers of the schools within the Trust. The Steering Group is responsible to the Trustee Board and holds regular meetings to ensure the Trust delivers the services specified and the key objectives are met. The Steering Group has established a number of working parties and task groups to meet the DLP priorities. The Chairs of Governors of the DLP schools have also established a regular meeting schedule.

Objectives:

- a) To enable distinctive, aspirational schools
- b) To encourage innovation and inspired decision making
- c) To build capacity, resilience and determination
- d) To develop strong leadership, governance and accountability
- e) To strengthen cross-phase working and transition
- f) To enable wider opportunities for all within the school community and beyond
- g) To share expertise and best practice across our schools
- h) To provide exciting and relevant CPD opportunities for staff
- i) To support the well-being of pupils, staff and wider school community
- j) To deliver long term sustainability through efficiencies and savings, that release resources to improve the rate of progress for all pupils

Key Achievements:

Workshops:

a) School Improvement

A key development was the implementation of Peer Review. An independent consultant was employed to work with Heads on undertaking Peer Reviews across all schools. Feedback has been very positive. Six schools have received positive Ofsted inspections. An aspect of this work has been the development of the Heads' understanding of one another's schools and the sharing of good practice. The Peer Review process had been evaluated and used to update the process for the second year. The outcomes from the Peer Review have also been collated which proved

useful in determining DLP future priorities. School reports were shared with Trustees and the Local Authority.

Schools shared data at the start of the academic year. This highlighted writing, reading, spelling and punctuation particularly for boys as being a key area for improvement that would make a major impact across all schools. A successful bid for £7000 was put into LA. This has led to the development of activities not only supported the development of this target areas but contributed to the Saddleworth Literacy Festival in March 2018. A booklet was published of the work that was produced as a result of the project.

Moderation has been set up for EYFS, KS1 and KS2.

b) Financial Efficiencies

Following a robust tendering process EPM had now taken charge of the payroll on behalf of DLP schools. Time is now being given for the processes to be embedded and some implementation issues being resolved. Savings have been made by most schools the Steering Group determined that overall no school was in a detrimental position.

Due to DLP schools no longer using Unity, the LA had withdrawn the provision of their cover scheme to schools. A new supplier had been sought and the contract given the Schools Advisory Service (SAS). Significant savings have been made by schools, from around £3k to nearly £18k, with one anomaly being looked at. Whilst that was investigated a no detriment agreement was made by the schools. There was to date positive feedback about the welfare services offered. Another outcome from this development was that the Business Managers and Admin Officers were working well together and systems had been put in place to co-ordinate bulk purchasing for day to day equipment which would mean further savings for schools.

c) Well-Being (previously Resilience)

An audit was being pulled together of CPD so this could be organised on behalf of all schools particularly for the statutory CPD all schools needed to undertake. Additionally, school's own CPD events would be offered across the DLP where there was capacity to take more. The DLP was also looking to co-ordinate closure days so that joint CPD could be offered.

A coaching programme for staff has also been introduced. A pilot programme had run with existing coaches within the DLP schools. This was being evaluated with coaches and the member of staff being coached. Over time more people would be trained so there would be a number of people available.

A staff directory has been produced identifying staff responsibilities and any additional roles that could be used to support schools ie LLE, NLE, Moderators

Work was being undertaken on Peer Mentoring with Primary pupils.

SEND data has also been collated. This will be used to show that the schools in this area also require support for the children and young people. It is also helpful to know where there is expertise across the DLP to support others

d) Transition and Curriculum Continuity

Training had taken place to support maths which had also been shown as needing further development through the data review. Work on percentages/fractions/decimalisation/transformation of shape was covered as well as mastery in maths. Saddleworth staff have also supported a Year 5 maths competition.

A Global Education project has provided training for staff on key topics such as British Values, Literacy, P4C and Maths. Included in this were opportunities to stretch Gifted & Talented children.

The staff from Saddleworth Music Department had worked with Primary staff to develop music provision in schools. Work was focused on a selected repertoire from the BBC Ten Pieces III.

Other DLP Developments:

Attendance Policy: Work was undertaken on developing a DLP policy on Attendance so that there was a consistent approach for families

GDPR: Schools have been required to implement the new GDPR regulations. A working party was established to ensure that the schools were in a good position in relation to the implementation date of 25 May 2018. A number of processes and procedures were developed to help with compliance. A Data Protection Officer for the primary schools has been appointed from within the DLP.

Membership Developments: Given that the DLP is a membership-based Trust the Heads and Trustees are working to recruit representatives from across the schools and school communities to establish a Stakeholder Forum.

Recognition Agreement: The agreement had been signed by the Chair of the DLP and the local union reps. Meetings have been held termly with the unions. There were no areas of dispute.

Brass Band; A DLP brass band had now been established with support from the music school.

Heads' Away Day: An away day for Headteachers was held in September 2018. This provided an opportunity for some review and reflection on the work of the DLP to date and to look into the future. As a consequence, the DLP action plans have been updated and the event reported to the Trust Board to help with future planning.

Looking Ahead

As well as the initiatives and projects described above the DLP is continually looking to build on these developments to extend and challenge the work undertaken. A number of key aspects to report, that are post the Annual Report, are as follows:

- Deputy heads and Assistants Heads were now proactively involved in a number of projects
- Developments are underway to produce a DLP newsletter and website
- A cover register of school personnel would shortly be available for schools

- Training was being held for First Aid Mental Health, Progress Measures and IPEELL a writing project for KS2 pupils.
- Data tracking was being looked at from reception to 16
- Pupil Driven Review was being undertaken in Secondary and trialled for Primary and Junior school involvement.
- Work on creating a booklet that outlines key curriculum offer in KS2 and KS3 was underway.
- A Spark for Science project to bridge the gap between primary and secondary science was now being rolled out across schools
- KS2 children were now involved in the Big Sing
- The well-being group was looking at the possibility of having a counselling service for DLP schools
- The Financial Efficiencies group was investigating caretaking/cleaning services and would be inviting tenders
- A DLP conference is being organised for 2 September 2019 for all staff across the DLP.

Financial Review:

The DLP's income is provided by the schools who contribute an amount calculated by £500 base amount with £10 per pupil. This income is used to pay for DLP expenditure such as external consultant, DLP facilitator, training fees, venue hire and other aspects that will support work towards the DLP priorities.

Full accounts have been prepared and will be shared at the AGM. They will be filed at Companies in April 2019. The DLP has engaged an Accountant.

The members have not required the company to obtain an audit in accordance with Section 249B (2) of the Companies Act 1985

Report approved by the Trustees on 11 February 2019 and signed on their behalf by:

Trustee: Alison Leigh

Print Name: ALISON LEIGH