

WHAT IS THE DOVESTONE LEARNING PARTNERSHIP?



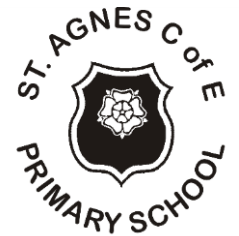
**ANNUAL GENERAL MEETING
FEBRUARY 2019**

Dovestone Learning Partnership



Knowsley Junior School

Respecting each other
succeeding together.



Co-operative Trust Model

A Trust School

- is a state funded foundation school supported by a Charitable Trust
- develops formal relationships with Trust partners
- GB remains responsible for all aspects of the conduct of the school (including the school's budget, staff and performance)
- manages its own assets, employs its own staff and take some responsibility for admission arrangements within the requirements of the Admissions Code
- operates within the same frameworks as other maintained schools eg National Curriculum, Admissions Code, Ofsted, Teachers' Pay & Conditions, there is a mechanism to enable support staff to maintain existing terms and conditions.
- The Trust must be constituted as a 'not-for profit' charity – any income must be used to support their charitable aims, which must focus on the advancement of education and community cohesion in ways that are charitable.

- An ethos based on globally **shared values**
 - Democratic engagement of key stakeholders – **parents/carers, staff, learners and the local community** in governance
 - **Safeguard the assets** for their community
 - **Adaptable** to a wide range of structural models enables church schools to be part of the Trust
 - A part of the **global co-operative movement**
- Self help
 - Self responsibility
 - Democracy
 - Equality
 - Equity
 - Solidarity
- Honesty
 - Openness
 - Social responsibility
 - Caring for others

So Why a Trust?

It is the **shared commitment** generated by entering into formal partnership that makes the difference.

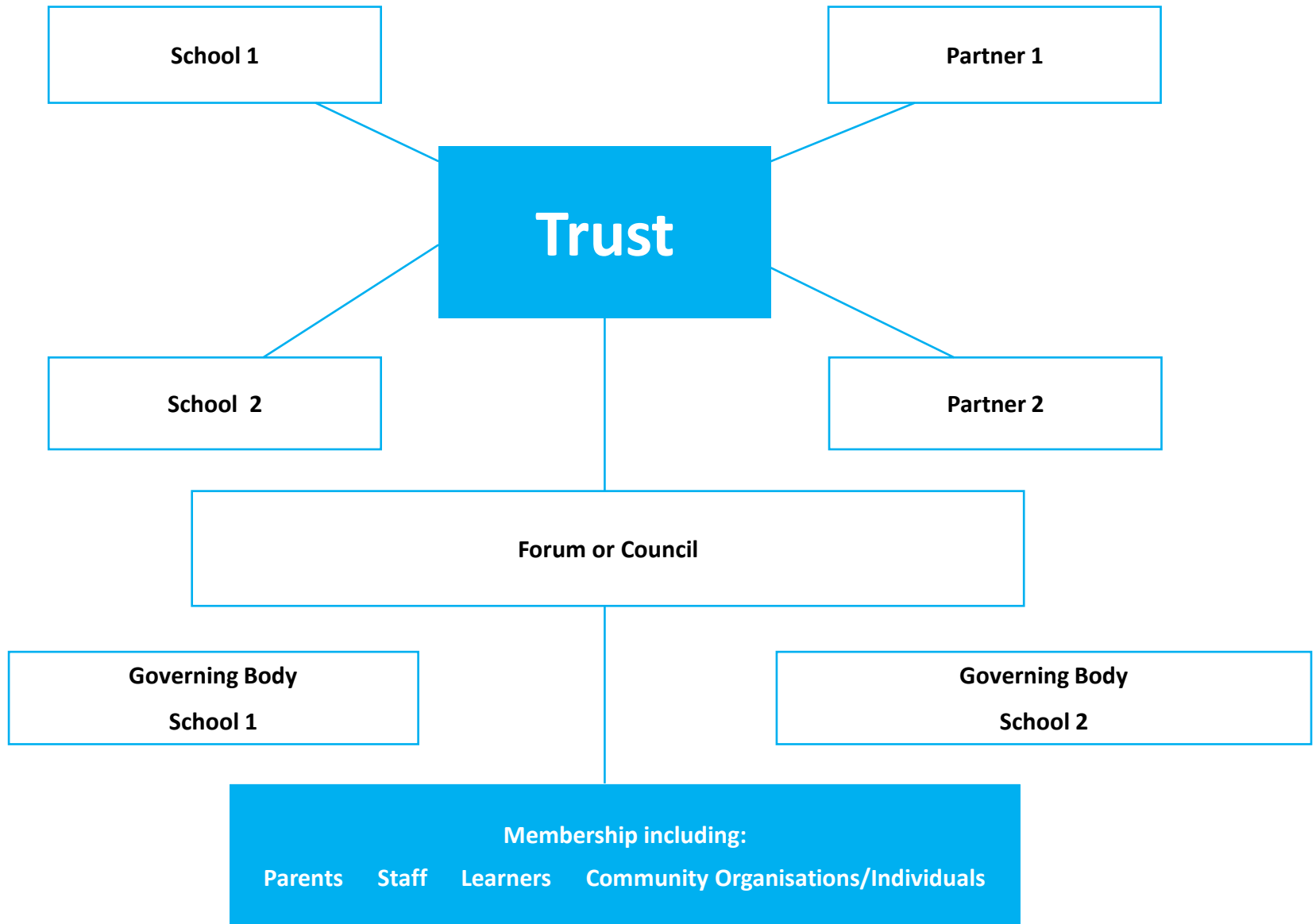
Establishing the Trust allowed schools involved to:

- build up trust (small t)
- set a vision for what we want to achieve
- have a set of common values
- agreed the right structures to move forward
- provided an opportunity to review and reflect if with the right partners – Trust Board

“We are accountable for each other, and therefore it is imperative we support each other to improve.”

For us in particular the model fit as:

- Schools with a different status can work together
- Saddleworth is not in a position at this time to change category but can still be a partner – join later
- Values-led, community involvement
- Least change but could be a stepping stone



Context for Becoming a Trust

- Accountability on schools
- Academisation and MATs
- Financial pressures
- Recruitment crisis in schools particularly leadership
- Survival for small/‘coasting’/R.I. schools
- Identity... losing it or strengthening it
- Retaining our autonomy
- Declining capacity of the LA & lack of consistent national strategy
- Choosing our own destiny (and partners)

Not for Sale

- Keeping our own characteristics and individuality
- Schools at the heart of our community of Saddleworth and Lees
- Children and young people at the heart of what we do – for their benefit
- Clear focus on school improvement

Our Vision

That we are leading the way in education for Oldham children and young people enabling them to enjoy learning and achieve well.

- The community is passionate about learning.
- Everyone's point of view is heard and appreciated.
- A relevant curriculum is engaging, inspiring and challenging for all learners.
- Children and young people experience excellent learning and teaching enabling them to thrive and flourish within a vibrant, happy, inclusive and safe learning environment.
- The adults employed to work with them are valued and challenged to be the best they can be.

Our Aims

The overarching aims of the Dovestone Learning Partnership are:

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

Benefits

- Strong collaboration with shared accountability can lead to better progress and attainment for pupils, and help schools meet rising expectations (Peer Review – Ofsted)
- School leaders and teachers can share thinking and planning to spread expertise and tackle challenges together (regular heads' meeting, shared policy ie attendance, GDPR)
- Governors can come together to share strategic thinking, to combine skills and to support each other during challenging times (CoGs' meeting established)
- Groups of schools can find it easier to find and fund specialist expertise (specialist teachers and specialists in areas such as HR, Payroll, Finance,) and provide richer curricular and extra-curricular activities (new payroll providers and supply cover, brass band and choir)

- Shared professional development can more easily be arranged, whether led by staff from one of the partner schools or an outside body (shared training – KS2 Literacy, Mental Health Training, Progress Measures)
- Staff can be recruited to work across more than one school (counselling being considered, staff working together music, maths, literacy, science)
- Possibilities of retaining our good staff by providing new opportunities within the group and to plan succession and more effectively ‘grow our own’ (staff being given opportunities to lead developments, staffing discussed at heads’ meetings)
- The economies of scale and collective purchasing made possible within larger groups can help schools cope better with shrinking budgets (SBMs working together to get better deals for goods)