



*Floret Qui Laborat*

## Consultation 22nd February 2021 to the 2<sup>nd</sup> April 2021

This consultation briefing describes the overall aims, ambitions and plans for the establishment of the Tame River Educational Trust from the 1<sup>st</sup> September 2021, subject to statutory consultation, of which this is a part.

## Who are the founding schools and sponsor?

In alphabetical order, the schools which have been working together for nearly two years to establish the new Trust are:

- Alder Community High School
- Droylsden Academy
- Hyde High School
- Mossley Hollins High School

Background information about the planning we have been doing has been shared previously with parents and carers in each school and has been made public on our websites for some time. Three of the schools are consulting on their plans to convert to an academy as a necessary first legal step in forming our Tame River Educational Trust with each other and with Droylsden Academy, which is consulting on transferring from a sponsored single-academy trust to a sponsored multi-academy trust with the other three schools.

## Who will be our sponsor and who supports this change in designation?

The proposal to form our sponsored Educational Trust has received the formal approval of Tameside Local Authority, the four school Governing Bodies, the Lancashire and West Yorkshire Regional Schools' Commission and the Department for Education. The sponsor, as is currently the case with the Single Academy Trust at Droylsden Academy, is Tameside College (and Clarendon Sixth Form College).

## What will be our mission, core purpose and main purposes?

Our joint **mission** is to foster **great schools in which to learn, teach and belong**. Ours are to be high performing academies which value diversity, character development and student achievement. Our students will learn together in well-ordered and positive communities. Regardless of socio-economic, cultural context and history, each school is committed to our



mission and our three core educational purposes

Our Trust will host a family of **great community-based schools in which to learn, teach and belong**.

1. Our Trust will become known for imbuing in our learners, **positive character traits and enquiring minds** and for the **talent and professionalism of our staff**.
2. Through a cycle of creative self and peer improvement, any school with us for three years or more will be in the **top 25% of similar schools nationally** for the **academic progress** of its learners.
3. Students in our Trust will receive a distinctive **Trust-wide community and educational dividend in the form of 'electives'** where they can specialise in and enjoy specific disciplines beyond the classroom.

### What is the Local Authority position?

The Local Authority and the Council Leadership have given their full approval for the establishment of the Trust, on educational and school improvement grounds. It is currently working with us and the Department for Education to make it possible. It will retain the following key statutory duties:

- school place planning;
- provision of school sites;
- creation of new schools;
- certain educational capital projects, notably including expansion projects to meet “basic need” demand for additional pupil places. co-ordination of the admissions system (but academies act as their own admission authority);
- oversight of the safeguarding of children in schools, including in academies and other independent schools: a function shared with the DfE and Ofsted.

The model we wish to develop has been approved by the local authority, allowing it to remain confident that the local authority's commitment to on-going school improvement would be discharged effectively by our Trust on behalf of Tameside students, their families, our teaching staff and our support staff. We have secured the support of the Local Authority in establishing this partnership.

### What will be the opportunities for students in the new Trust?

The Trust schools have a clear set of educational purposes, and an ambition to achieve them in a strict timeframe, for the benefit of students and the quality of education and curricular experiences students receive. The Trust is designed along the lines of what we are calling **aligned autonomy**, where the schools will work together for the benefit of students and staff on well-researched further improvements to the quality of educational provision but will continue to work separately on areas best done by one school, on its own, to meet the wishes and needs of its immediate local community.

Over time, the students will see benefits to: the quality of teaching and learning; the quality of opportunities to under-take character-building work on learning, student leadership service and



participation (in their own school and, should they wish, across the Trust); wider and deeper extra-curricular opportunities in school and Trust-wide; and, further improvements to their progress and attainment outcomes.

### What will not change?

As school leaders, we are committed to the best possible deal for our young people and the raising of standards. We believe that school leaders and their staff, working with students and their parents and carers, are the best people to meet this challenge and achieve the vision we share. Collective moral purpose and a commitment to excellence underline our approach.

- We value each other and wish to establish a partnership of trust with integrity and a commitment to excellence in all of our schools.
- Our Trust's focus will be on the quality of education in each school and we believe that it is important that education is led by educators within each school.
- We believe in learning together, where academic and personal achievement for each of our learners will be paramount across the Trust schools.
- The best of what each school does now in terms of teaching, learning, pastoral care, personal development, safety, safeguarding and leadership will not change.

Such commitments have been long-held by each individual school and this will not change.

### What is our ambition?

In Tameside, where achievement rates and levels of success are not yet high enough for all and where there are pockets of significant deprivation, we wish to develop further an achievement culture among our young people, their families and the surrounding area of Hyde.

- We aim to bring about quality improvement in and for all schools to be graded either 'Good' or 'Outstanding' by Ofsted in their new inspection framework, when the time comes.
- We are committed to raising achievement and improving life chances for all our young people, their families and communities.
- We aim to provide a consistently excellent educational experience across all institutions.
- We have an ambition and an aspiration for every child which should be embedded in the work of all institutions, where less advantaged learners also do well.
- We aim for all institutions to be financially stable.
- We aim to provide value for money (and economies of scale) whilst protecting jobs.
- We aim to create better transition arrangements between key stages and sectors (primary to secondary to post-16) and to offer more effective Careers Education Information & Guidance
- We aim to offer an 11-16 curriculum which meets the needs and satisfies the ambitions of our students where students study subjects which stretch, fulfil and challenge them.
- We seek to have control of our own destiny and retain educational autonomy by building together, in one Trust, a family of **great schools in which to learn, teach and belong**.



## **What will be our collective and our individual responsibility?**

As schools, we are collectively responsible to our pupils, students, parents and the wider community. Our collective achievement will be measured by the success of all our students and Trust schools and the commitment to all our students doing well from their academic starting points:

- We will support and challenge one another and we are prepared, whilst celebrating the individual character of each institution, to work together on issues, as appropriate, when this benefits the group as a whole and does not disadvantage any one school.
- Each school will commit equally and invest resources proportionately, where appropriate.
- Each school, its leaders and its local governing body will accept their primary responsibility for and care of their own students, parents and local community, as well as to the success of our new Educational Trust, as a whole.

## **How will the new Trust be led and organised to support our schools?**

The four co-founding schools, Alder Community High School, Droylsden Academy, Hyde High School and Mossley Hollins High School, and the sponsor have undertaken an audit of the skills and expertise required by its leaders at Trust-level to be successful, and have selected a group of five Members who set the overall purpose, ethos and strategic direction of the Trust. The proposed non-salaried Members come from a range of professional and already successful backgrounds in Education, the National Health Service, Leadership and Digital Skills. They will uphold the seven principles of public life.

The sponsor, the co-founding schools and Members have undertaken an audit of skills and expertise to appoint a group of eight non-salaried Trustees who will sit on the Tame River Educational Trust Board. The Board is made up of committed and values-driven volunteers, and the designate-CEO, with considerable leadership, educational and business expertise who will uphold the seven principles of public life. The Trust Board oversees the operation of the Trust. With the CEO, these are the non-salaried directors and statutory Governing Board of the Trust. The Board is responsible for ensuring clarity of vision and ethos, setting the Trust's strategic direction, holding the executive to account for the educational performance of the Trust's schools, and overseeing the financial probity and legal compliance, and other guidance affecting its schools' performance.

The Board will hold the CEO to account for the conduct and performance of the Trust, including the academic performance of the schools within the Trust, and for its financial management. The CEO has delegated responsibility for the operation of the Trust.

Each school will have its own Local Governing Body (LGB) and Headteacher who shall be responsible for ensuring that the school is conducted in accordance with the object, ethos and values of the Trust on behalf of the community of students, parents and families it serves. The LGB and Headteacher will have significant school-level responsibility for curriculum, standards, academic outcomes, leadership, teaching, pupil development, behaviour and safety, welfare, child protection and safeguarding, as well as significant responsibility for the finances, premises and resources of the school.



Each school's headteacher will have delegated powers and functions in respect of the internal organisation, operations, management and control of her/his academy, the implementation of all policies and for the direction of teaching, the curriculum and behaviour.

### **What is the timescale for this change?**

It is intended that each school will launch as part of the sponsor-led and co-founded Tame River Educational Trust on the 1<sup>st</sup> September 2021, subject to below.

As with any consultation, there is no guarantee that our new Trust will be formed and open on the planned date. This is subject to the outcome of the consultation and to financial and legal arrangements. It is also subject to the successful arrangements for the Private Finance Initiative for three of the schools involved in the conversion process. That said, the formation of the Trust is the aim, ambition and plan of the four co-founding schools and sponsor, subject to all conditions being met.

### **What will be the next steps?**

The Trust and its founding schools together have done an extraordinary amount of preparation over the last two years and are currently working in collaboration with Tameside Local Authority and the Department for Education on the following next steps:

- Statutory consultation with parents, staff and partners which this briefing document supports;
- Due Diligence, financial and legal procedures;
- The Private Finance Initiatives of three of the schools;

We are also finalising our preparatory work on the academic benefits of our joint working:

- Setting Academic Standards for the Trust schools;
- Introducing the Talent HR strategy, to include the professional development pathways for all staff in the four Trust schools;
- Forming the guilds (cross-cutting teams) across the schools (including on student leadership) which will support the quality improvements of the Trust schools and provide significant opportunities for staff leadership and development.
- Planning the 'Electives' which will provide significant enrichment and extra-curricular opportunities, starting in September 2021, for the new Year 7 in each school, beyond the classroom;
- Liaising with staff and leaders in each school;
- Putting in final preparations for a 1<sup>st</sup> September 2021 opening.

### **How and when can you give your views?**

We hope you have found this briefing summary to be of value. Should you wish further details please do not hesitate to make contact with me at the school by using the following email address: [TRET@alderchs.uk](mailto:TRET@alderchs.uk)



You may also wish to make your views on our plans known by writing to the Headteacher and Governing Body at the following school email address [TRET@alderchs.uk](mailto:TRET@alderchs.uk). Please ensure the subject on your email uses the words: CONSULTATION RESPONSE. We promise to take note of each and every response we receive as we complete the consultation.

The consultation with parents and other stakeholders begins now and runs from today, Monday 22<sup>nd</sup> February, to Friday 2<sup>nd</sup> April 2021.

Thank you for taking the time to read our briefing paper.

Mr Richard O'Regan  
Headteacher

Mrs Joanna Hodkinson  
Chair of the Governing Body

