

# **SENTient Trust**

(a mutual special schools co-operative membership trust)

## **Devon Special Schools comprising initially:**

**Barley Lane, Bidwell Brook, Ellen Tinkham,  
Lampard, Marland, Mill Water,  
Oaklands Park, Pathfield, Ratcliffe and Southbrook**

### **in association with:**

**Atkinson School, CDPLS, Devon Hospitals Short-Stay School,  
NDPLS and SDPLS**

**Public Consultation 2012**

## **BOOKLET ONE**

### **Changing to a Foundation School Category and Acquiring a Charitable Trust**

#### **Rationale**

#### **The reason for the consultation**

The Governing Bodies of the following schools (Barley Lane, Bidwell Brook, Ellen Tinkham, Lampard, Marland, Mill Water, Oaklands Park, Pathfield, Ratcliffe and Southbrook) are proposing to each change their legal category from community to foundation school; and at the same time to acquire a charitable trust, to be known as the **SENTient Trust**. This trust, which shall be a co-operative membership trust, will hold each consulting school's land and assets in trust, in this case with a strong mutual element.

## What we would like you to do

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

- a) reading the **SENTient Trust** information leaflet and this Booklet (you may also wish to read Booklet Two, which provides answers to a number of commonly asked questions)
- b) completing the Public Consultation Response Form and returning it to your school
- c) you may wish to attend one of the consultation meetings being held over the consultation period – see section 8.1 for details and times and venues of the various meetings

Copies of the Booklets and the Public Consultation Response Form can be obtained from your school.

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# 1. Executive Summary

## 1.1 Proposal

The Governing Bodies of the named consulting schools are proposing a change of school category - from community to foundation - and, at the same time, to acquire a charitable trust to be called **SENTient Trust**. The proposed date of implementation is 31<sup>st</sup> August 2012. The Trust will be a mutual Co-operative Membership Trust.

## 1.2 What is a Trust School?

This is a type of school that, while still being part of the local authority family of schools, has the opportunity to be supported by a Charitable Trust set up to help the drive for improved standards in school, in particular through engaging with the wider community. The Trust will act as the legal foundation for the consulting schools if all or some decide to become foundation schools. The Trust will not act as the legal foundation for any of its partner learning providers.

## 1.3 What is a Co-operative Trust School?

The Co-operative School Trust model enables schools to set themselves up as co-operatives, following co-operative values and principles. This model enables those who are directly involved in the school - parents/carers, staff and students - to become engaged in its long-term strategic direction through membership of the Trust. It will also allow those less directly involved such as other members of students' families, to become involved.

## 1.4 Why are we considering it?

We believe the proposed changes will improve the life chances of our vulnerable children and young people across Devon, by:

- ensuring that all have full and fair access to specialist resources according to their respective identified needs
- ensuring that all have equality of opportunities in each and every aspect of their education
- ensuring that all have a voice that is at least as high profile as their mainstream peers
- building a coherent and inspiring learning journey for all
- increasing engagement and ownership of the schools within the their respective communities (local, regional and specialist communities)
- working in partnership with other schools and colleges to promote best possible outcomes
- supporting each and every school within the trust to raise standards

The values and ethical principles of the Co-operative Movement, especially the ideals of self help and social responsibility, as well as active membership, will underpin the work of the schools – and the Trust.

## 1.5 Trust Partnerships

The Governing Bodies of the consulting schools are jointly proposing to establish, through a Trust, a long-term partnership that aims to bring together the Co-operative Movement, and other partners. In the early stages, in addition to the Co-operative Movement, we are also in discussion with Devon Local Authority and an existing Co-operative business. We expect to include further partners as the Trust develops; we believe that collaborating more closely with partner mainstream schools and Colleges, building on the good relationships developed to date, will further improve the quality of the learning journey for our young people.

## 1.6 New Powers and Responsibilities

- The Governing Body of each consulting school will gain new powers and responsibilities. It will become the employer of all staff, although existing pay and condition arrangements will be unchanged as the school will remain in the maintained sector and still be subject to national and local pay and condition agreements.
- Each consulting Governing Body will also share responsibility for student admissions with the Local Authority's County Special Education Team to continue to administer the provision of student places within the requirements of the National Schools Admissions Code and other relevant SEN guidance and policy.
- The Trust will hold the land and capital assets in Trust for each consulting school although each Governing Body will retain day-to-day responsibility for managing these assets in the same way that it does now.

## 1.7 Consultation Process

- You will have the opportunity to comment on these proposals during the consultation period that runs from noon Thursday 26<sup>th</sup> April 2012 to noon Friday 25<sup>th</sup> May 2012. We would emphasise that no decision has been made yet and we would welcome suggestions that might improve our proposals, as well as challenging them.
- Each consulting Governing Body will consider the outcome of the consultation and then decide on whether to publish Statutory Proposals on changing category and acquiring a charitable trust or to remain a community school.

- 1.8 In order to make the change each consulting Governing Body is legally proposing to change category from a Community School to become a Foundation School, and at the same time, formally acquiring a Trust – **SENTient Trust**.

## 2. Vision and Values of **SENTient Trust**

### 2.1 Our Values

***“Our students are an untapped resource in society and a gift to educators. These students and their specialist provisions need to be considered at the forefront of all consultation, policy & procedures instigated by our partner agencies”.***

Every child with SEN deserves to thrive and succeed.

The Trust seeks to build on and strengthen, by formalising and further developing the established joint working within the existing Special Heads Association Devon (SHAD) partnership. In our view children have the best chance of success when they:

- have their personalised needs fully and consistently met
- learn things which interest them and are useful to them
- have high quality learning experiences personalised to their individual needs
- have high expectations of themselves and their community and aspire to their goals
- feel safe and secure
- enjoy their school experience
- feel cared for and understood
- feel valued and respected as individuals
- attend regularly
- have a sense of belonging to their community
- are inspired by their environment

The **SENTient Trust** will ensure a high quality learning experience for children and young people within the Devon-wide community.

The Trust will work closely with all relevant communities to raise aspiration and create opportunities and contribute fully to the life of those communities.

The creation of the Trust will provide a strong and well-tested legal entity through which to collaborate with our partners for the benefit of our students.

### 2.2 Our Vision for the **SENTient Trust**

***“Every learner will be empowered and enabled to lead an independent, healthy and fulfilling life”***

**All Students will:**

- have equity of choice and opportunity within their home and school communities.
- be empowered to dream and aspire to a lifelong love of learning.
- be successful contributors to society.

**As Specialist Providers, we will:**

- ensure that each and every learner has inspirational and aspirational high quality learning opportunities at all times.
- consistently facilitate, promote and expect to work collaboratively, cohesively and effectively with all partners, accepting joint responsibility and accountability for meeting the holistic needs of each and every learner.

As a specialist educational Trust we will organise ourselves to make these things happen.

- provide opportunities to develop knowledge and understanding, skills, attitudes and attributes throughout the learning journey
- make the quality of teaching and learning our top priority
- operate a support structure which ensures students can achieve their full potential, both by ensuring a safe and happy environment and by knowing each student as an individual
- ensure that student-centred personalised approaches are always at the forefront of our ethos and practice, with each and every child and young person within our trust
- seek to make every student feel a part of the community by increasing their ownership and participation
- celebrate achievement and creativity
- engage parents in an equal partnership to support their child
- invest in our staff to increase our skills and experience
- celebrate and support innovation and research in teaching and learning by our colleagues

### **2.3 Co-operative Values and Principles**

- The ethos of the schools aligns very well with co-operative values and the principles of the co-operative movement (see Appendix B).
- Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, co-operative members believe in their ethical values of honesty, openness, social responsibility, and caring for others.
- The principles of the co-operative movement are: voluntary and open membership; democratic member-control; member economic participation; autonomy and independence; education, training and information; co-operation among co-operatives; concern for community.
- These values and principles will underpin the work of the Trust and we believe will contribute to strengthening the schools and their links with their communities.

## **3. What will the Trust do?**

### **3.1 What will be the Trust's priorities?**

The Trust will work to encourage and support our learners to ensure that every young person has the best chance of success. It will achieve this through:

- developing strategic direction and cohesion across the Trust
- raising student aspirations and achievements by extending learning opportunities through engagement with appropriate communities (local and regional and, where feasible, national and international)

### 3.2 What difference would it make to be a Co-operative School? What benefits would it bring?

We are drawn to the co-operative model, because the values are closely aligned to our own.

Namely:

**Self help:** encourage all within an organisation to help each other by working together to gain mutual benefits and help people to help themselves

**Self-responsibility:** take responsibility for and answer to, our actions,

**Democracy:** give our stakeholders a say in the way we run our schools

**Equality:** equal rights and benefits for all, according to their contribution

**Equity:** fair and unbiased access to information

**Solidarity:** supporting each other and those in other co-operatives

and the ethical values of **honesty, openness, social responsibility** and **caring for others**

### 3.3 How would we benefit from Trust Partners?

Our partnerships have been secured to ensure the values that underpin the essence of our work will be embedded for the long term (written into the fabric).

The partners are committed to the:

- academic
- artistic and creative
- social and emotional
- physical

development of every young person with SEN within the region.

We have a duty to ensure all the children and young people in our community receive the highest possible quality of education. We all (adults and children) achieve more when we have a strong sense of belonging to, and are valued by, our community. Our community partnerships reflect that.

Young people develop best when there are clear and co-ordinated learning pathways for them. These pathways should exist for all our children and young people, whatever their needs. Our partnerships will provide strong foundations for these pathways.

### What will each Partner bring to the trust?

- **The Co-operative Movement** - has extensive experience in supporting educational establishments to develop and embed a co-operative, values-driven ethos, both within and across schools, and across the whole curriculum. It also helps to bring a global dimension to school and community perceptions, through national and international links with other co-operative educational institutions and organisations. Initially, it will be represented by The Co-operative College. Being co-operative trust schools will also allow us to become members of the Schools Co-operative Society (SCS). SCS is the fastest growing network of schools across England and is itself a co-operative of co-operative schools. Being part of a national co-operative schools organisation will be of great assistance as we try to navigate our schools through the rapidly changing educational landscape facing all mainstream schools. We will also be able to participate in a strong international network of co-operative schools and colleges.



- Equally importantly, the South West is proving to be one of the fastest growing areas for co-operative schools, initially in Cornwall and now in Devon. It is likely that SCS will develop a very strong South West region, as well as a distinct Devon sub-region.

- **Partner 1 Devon Local Authority – Statement from Cllr Andrea Davis:**

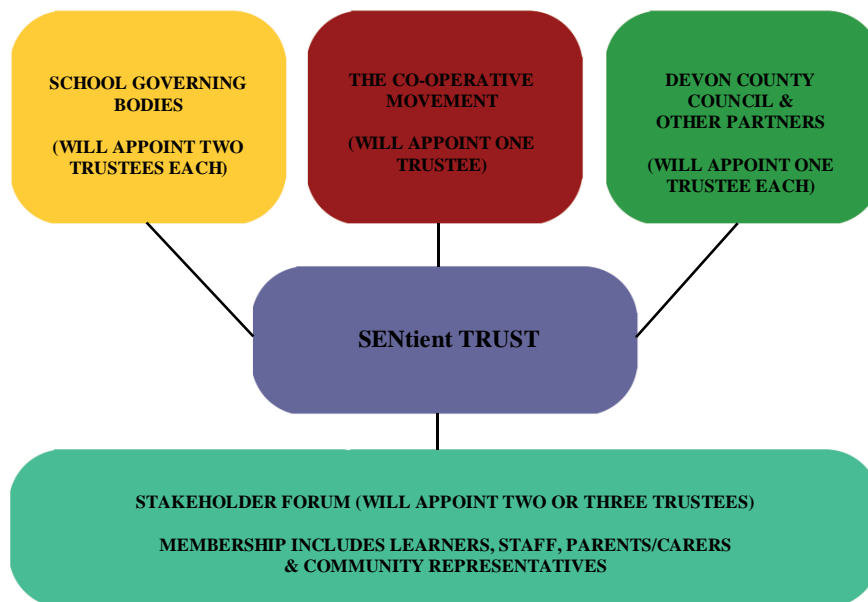
“Partnership from within the Trust would formalise and secure the links between Devon County Council and Special Schools who would continue to be maintained by the Local Authority. Devon County Council supports the move towards a self improving and more autonomous school system based on a diversity of partnership and provider models. The Trust partnership will provide a framework to support autonomy whilst retaining strong accountabilities and roots within the local community. This is at the heart of localism.

Devon County Council acts as both provider and commissioner of a range of services for children with SEND, their families and the educational settings they attend. The Trust will allow for a coherent single dialogue about the effectiveness and focus for service shaping and delivery.”

- **The Governing Body of each consulting school** will also itself be represented on the Trust with two nominated trustees, including the Head Teacher and Chair of Governors (or nominee). Each partner school and organisation shall appoint one trustee.

## **4. How will the Trust work?**

- 4.1 The Trust will be a charitable, not-for-profit company, limited by guarantee, and meeting the legal and other requirements as set out by the Department for Education (DfE). It will carry out its duties in relation to the school as set out by the DfE, and by holding the land and assets in trust.
- 4.2 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.
- 4.3 Trustees will not be able to derive an income from the Trust, but the Trust may become an employer as it develops its objectives in providing services and/or commissioning services. Any income generated by the Trust must only be used to support its charitable aims. The Trust will not seek to alter the individual characteristics of the school and it will not seek to change the character of the school.
- 4.4 The Trust will meet a minimum of three times per year (co-ordinated with the governance of each partner school as required).
- 4.5 The Trust will work with other people and organisations, as appropriate, in order to carry out its work. As the Trust develops its work in the future, it may well become appropriate to consider additional partners. There will be a process involving existing Trustees to ensure that any future partner will comply fully with the vision, values and aims of the Trust.
- 4.6 The Trust will be made up of the school, partners, and members as shown in the diagram overleaf.



- 4.7 The Trust will have an ethos of co-operation and democracy consistent with co-operative values. It will seek to empower learners and their communities. The Trust will help young people prepare for these challenges and their future as global citizens.

## 5. Foundation Category

- 5.1 To set up the Trust, each school is required to change its current category and become a Foundation School. In acquiring Foundation category, each Governing Body, and not the Trust, will assume new responsibilities, including responsibility for the employment of staff and admission of students to its school. Each Governing Body will retain day to day responsibility for managing the assets, as is the case at present.
- 5.2 The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 provide full rights, powers, duties and liabilities to transfer existing staff from the Local Authority to the Governing Bodies.
- 5.3 Existing and new teaching staff will continue to work under the terms of the 'School Teachers Pay and Conditions Document' (STPCD). Each school's Governing Body will set out the terms and conditions for new support staff, which will be no less favourable than those applying to existing staff. All staff will, therefore, always enjoy, as a minimum, the same terms and conditions of employment as in any maintained state school.
- 5.4 Each school will continue to teach the National Curriculum and will be inspected by Ofsted at appropriate times.
- 5.5 Each Governing Body will continue to have day-to-day control of its school's land and assets (which the Trust will hold 'in trust' for the school) as is the case at present.
- 5.6 We will work in collaboration with the Local Authority in ensuring strict adherence to the Schools' Admissions Code, whilst reserving the legal right to review admission arrangements if deemed appropriate.

## **6. What does this mean for parents/carers and students?**

### **Admissions**

- 6.1 The schools will remain part of the Local Authority's family of schools. We will continue to have a fair admissions policy. Parents will apply for places at a Trust school as part of the Local Authority process. The school will continue to work in partnership with the Local Authority to ensure that student places are given fairly in line with the published admissions criteria that conform to the School Admissions Code. However a Trust school Governing Body reserves the right to review admissions arrangements as deemed appropriate.

### **Composition of Governing Bodies**

- 6.2 We do not propose changing the number of elected Parent Governors. The current situation of appointing Community, Local Authority and Staff Governors will be maintained. However the Governing Body will now have a minority of governors (probably the legal minimum of two), appointed by the Trust.

### **Membership of the Trust**

- 6.3 All parents, carers and students currently attending a school within the proposed Trust may become full members of the trust (as may all students, staff and members of a range of defined supporting community organisations). We are planning to establish a Stakeholder Forum with elected members including parents/carers, staff, students and community representatives, both individually and from organisations. Its purpose will be to hold the Trust to account, to help shape policies and to elect a minority of trustees (either two or three).
- 6.4 Each school's ethos, including objectives relating to behaviour and performance and the school's vision and values will be strengthened by working within the framework of co-operative values. It is envisaged that the new partnership arrangements will contribute significantly to a further improvement in each school's performance and a better educational experience and outcome for every young person and their family.

## **7 What does this mean for employees?**

- 7.1 The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 provide for all rights, powers, duties and liabilities to transfer existing staff from the Local Authority to the Governing Body of the school. Employees will be employed by the school's Governing Body instead of the Local Authority and we will continue to recognise the same unions. The existing rights of teachers will be fully protected if the school acquires a Trust. We will still be bound by the School Teachers' Pay and Conditions Document.
- 7.2 The Governing Bodies will set terms and conditions for its own support staff. However, terms and conditions will be safeguarded as per the prescribed regulations for existing staff and they will maintain the same employment rights as Local Authority employees. Employees will be represented on the Governing Body, as elected by their colleagues, as well as there being representatives from parents, the community and the Local Authority as is the case now, plus the additional foundation governors nominated by the Partnership.

## 8. The Consultation Process

- 8.1 Please let us know what you think about the proposal by one or more of the following:
- a) Complete and return the Public Consultation Response Form
  - b) Send in your comments to your school
  - c) If you are a parent/carer, member of staff or a member of the public, come to the appropriate meeting to discuss the proposal.

NB. The views of learners will be gathered by a variety of appropriate methods including formal consultation meetings with our Student Councils as well as via assemblies and newsletters.

Consultation meeting details are listed below for each school. You are welcome to attend any consultation meeting convenient to yourself. Each school will conduct their own separate consultations with students.

### **MONDAY 30<sup>TH</sup> APRIL** at Ratcliffe School, Dawlish

*Staff:* 9 am – 10.30 am  
*Parents/Carers/Public:* 3 pm – 4.30 pm

### **MONDAY 30<sup>TH</sup> APRIL** at Marland School, North Devon

*Staff/Parents/Carers/Public:* 1 pm – 2.30 pm  
" " " 2.40 pm – 4.10 pm  
" " " 5 pm – 6.30 pm

### **WEDNESDAY 2<sup>ND</sup> MAY** at Mill Water School, Honiton

*Staff:* 3.15 pm – 4.45 pm  
*Parents/Carers/Public:* 5 pm – 6 pm

### **THURSDAY 3<sup>RD</sup> MAY** at Oaklands Park, Dawlish

*Staff:* 2 pm – 4.30 pm  
*Parents/Carers:* 4.45 pm – 6 pm  
*Public:* 6 pm – 7 pm

### **THURSDAY 10<sup>TH</sup> MAY** at Ellen Tinkham School, Exeter incl stakeholders from Barley Lane & Southbrook

*Parents/Carers/Public:* 1 pm – 2.30 pm  
*Unions:* 2.30 pm – 3.30 pm  
*Staff:* 3.45 pm – 5.15 pm  
*Parents/Carers/Public:* 5.30 pm – 6.30 pm

### **THURSDAY 10<sup>TH</sup> MAY** at Lampard School, Barnstaple

*Staff:* 3.30 pm – 4.30 pm  
*Parents/Carers/Public:* 5 pm – 6.30 pm

**MONDAY 14<sup>TH</sup> MAY** at Bidwell Brook, Totnes

*Staff/Parents/Carers/Public:* 1 pm – 2.30 pm  
“ “ “ 2.40 pm – 4.10 pm  
“ “ “ 5 pm – 6.30 pm

**THURSDAY 17<sup>TH</sup> MAY** at Pathfield School, North Devon

*Staff:* 3.30 pm – 5 pm  
*Parents/Carers/Public:* 5 pm – 6.30 pm

8.2 You can comment at any time from noon on Thursday 26<sup>th</sup> April 2012 to noon on Friday 25<sup>th</sup> May 2012.

8.3 After the consultation is closed, all comments will be considered and a report will be prepared for the Governing Body. These reports will be made available on each respective school's website at:

Barley Lane School	<a href="http://www.barleylane.devon.sch.uk">www.barleylane.devon.sch.uk</a>
Bidwell Brook School	<a href="http://www.bidwellbrook.devon.sch.uk">www.bidwellbrook.devon.sch.uk</a>
Ellen Tinkham School	<a href="http://www.ellen-tinkham.org.uk">www.ellen-tinkham.org.uk</a>
Lampard School	<a href="http://www.lampardschool.co.uk">www.lampardschool.co.uk</a>
Marland School	<a href="http://www.marland.devon.sch.uk">www.marland.devon.sch.uk</a>
Mill Water School	<a href="http://www.millwater.devon.sch.uk">www.millwater.devon.sch.uk</a>
Oaklands Park School	<a href="http://www.oaklandspark.devon.sch.uk">www.oaklandspark.devon.sch.uk</a>
Pathfield School	<a href="http://www.pathfield.devon.sch.uk">www.pathfield.devon.sch.uk</a>
Ratcliffe School	<a href="http://www.dawlish-ratcliffe.devon.sch.uk">www.dawlish-ratcliffe.devon.sch.uk</a>
Southbrook School	<a href="http://www.southbrook.devon.sch.uk">www.southbrook.devon.sch.uk</a>

Individual responses will not be published on the websites but will be presented to the respective Governing Bodies and will be available for inspection by the public on request. The Governing Bodies will then hold meetings to review the report and all the comments before reaching individual informed decisions.

8.4 The Governing Bodies may decide to:

- a) Issue Statutory Notices about a change to Foundation Category and the adoption of a Trust
- b) Modify the proposal in the light of suggestions made during consultation and, if the changes are significant, re-consult on the changes
- c) Decide to remain as a community school/s without changes

8.5 If the respective Governing Bodies decide to proceed and issue Statutory Notices there will be another chance to comment on any proposals which might be made before a final decision is taken by each school's Governing Body.

8.6 The proposed implementation date is 31<sup>st</sup> August 2012.

8.7 Copies of all the consultation documents can be obtained from the respective school websites (shown previously) or direct from each school.

8.8 If you have any queries about anything you have read here and would like further clarification, please contact your school.

## 9. Appendices

### Appendix A: List of Consultees

As part of the consultation process, the following will all be consulted:

- Students currently at each school
- Their parents/carers
- Staff currently employed at each school, both teaching and support staff
- Co-located staff
- Governors
- The Town Council/District Councils - if relevant, local MPs and serving local Councillors
- The Local Authority and relevant Local Authorities
- LDP
- All Devon schools and settings
- Chairs of LLCs
- Children and Adolescents Mental Health Service (CAMHS)
- ICS
- The Primary Care Trust (PCT)
- Devon Parent Partnership
- Voluntary Groups
- The local Teacher Associations and Trade Unions representing our support staff

If you feel that that there are other stakeholders who should be consulted, please do not hesitate to contact your school.

## Appendix B – 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.

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	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 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.
4 <sup>th</sup> Principle: Autonomy and Independence	Co-operatives are autonomous, self-help organisation 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, region 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.



## Appendix C: Governing Body Structure

- C.1 The current situation of appointing/electing Parent, Community, Local Authority and Staff Governors will be maintained. However, each Governing Body will now have, in addition, a minority of governors appointed by the Trust.
- C.2 Local Authority nominated governors must number at least one and be no more than one fifth. Parent governors must be at least one third of the Governing Body. Staff governors must be at least two, but not more than one third. If there are three or more staff governors then one must be a non-teacher. Community governors must be at least one tenth.
- C.4 There must be a minimum of two Foundation governors (Trust appointees) and a maximum of 45% of the Governing Body.
- C.5 It is anticipated that the Governing Body will undergo minimum changes in order to comply with the appropriate legislation.
- C.6 Current and proposed Governing Bodies:

<p><b>BARLEY LANE (10 Governors)</b></p> <p><b><i>Current Governing Body Structure</i></b>            Parent Governors x 3            Community Governors x 2            LA Governors x 2            Staff Governors x 3</p> <p><b><i>Proposed Governing Body Structure</i></b>            Parent Governors x 3            Community Governors x 2            LA Governors x 1            Staff Governors x 2            Trust Governors x 2</p>	<p><b>BIDWELL BROOK (13 Governors)</b></p> <p><b><i>Current Governing Body Structure</i></b>            Parent Governors x 4            Community Governors x 3            LA Governors x 3            Staff Governors x 3</p> <p><b><i>Proposed Governing Body Structure</i></b>            Parent Governors x 4            Community Governors x 2            LA Governors x 2            Staff Governors x 3            Trust Governors x 2</p>
<p><b>ELLEN TINKHAM SCHOOL (12 Governors)</b></p> <p><b><i>Current Governing Body Structure</i></b>            Parent Governors x 3            Community Governors x 4            LA Governors x 2            Staff Governors x 3</p> <p><b><i>Proposed Governing Body Structure</i></b>            Parent Governors x 3            Community Governors x 3            LA Governors x 1            Staff Governors x 3            Trust Governors x 2</p>	<p><b>LAMPARD SCHOOL (12 Governors)</b></p> <p><b><i>Current Governing Body Structure</i></b>            Parent Governors x 4            Community Governors x 3            LA Governors x 2            Staff Governors x 3</p> <p><b><i>Proposed Governing Body Structure</i></b>            Parent Governors x 4            Community Governors x 3            LA Governors x 1            Staff Governors x 2            Trust Governors x 2</p>

<p><b>MARLAND SCHOOL (12 Governors)</b></p> <p><b><i>Current Governing Body Structure</i></b>  Parent Governors x 4  Community Governors x 3  LA Governors x 2  Staff Governors x 3</p> <p><b><i>Proposed Governing Body Structure</i></b>  Parent Governors x 4  Community Governors x 3  LA Governors x 1  Staff Governors x 2  Trust Governors x 2</p>	<p><b>MILL WATER (10 Governors)</b></p> <p><b><i>Current Governing Body Structure</i></b>  Parent Governors x 3  Community Governors x 2  LA Governors x 2  Staff Governors x 3</p> <p><b><i>Proposed Governing Body Structure</i></b>  Parent Governors x 3  Community Governors x 1  LA Governors x 1  Staff Governors x 3  Trust Governors x 2</p>
<p><b>OAKLANDS PARK</b></p> <p><b><i>Current Governing Body Structure (10 Governors)</i></b>  Parent Governors x 4  Community Governors x 2  LA Governors x 1  Staff Governors x 3</p> <p><b><i>Proposed Governing Body Structure (11 Governors)</i></b>  Parent Governors x 3  Community Governors x 2  LA Governors x 1  Staff Governors x 3  Trust Governors x 2</p>	<p><b>PATHFIELD SCHOOL (12 Governors)</b></p> <p><b><i>Current Governing Body Structure</i></b>  Parent Governors x 4  Community Governors x 3  LA Governors x 2  Staff Governors x 3</p> <p><b><i>Proposed Governing Body Structure</i></b>  Parent Governors x 4  Community Governors x 2  LA Governors x 1  Staff Governors x 3  Trust Governors x 2</p>
<p><b>RATCLIFFE SCHOOL (10 Governors)</b></p> <p><b><i>Current Governing Body Structure</i></b>  Parent Governors x 3  Community Governors x 2  LA Governors x 2  Staff Governors x 3</p> <p><b><i>Proposed Governing Body Structure</i></b>  Parent Governors x 3  Community Governors x 2  LA Governors x 1  Staff Governors x 2  Trust Governors x 2</p>	<p><b>SOUTHBROOK SCHOOL (14 Governors)</b></p> <p><b><i>Current Governing Body Structure</i></b>  Parent Governors x 5  Community Governors x 3  LA Governors x 3  Staff Governors x 3</p> <p><b><i>Proposed Governing Body Structure</i></b>  Parent Governors x 5  Community Governors x 2  LA Governors x 3  Staff Governors x 2  Trust Governors x 2</p>

## Appendix D: Contact Details

Named Contact:	<b>BARLEY LANE SCHOOL</b> Michael MacCourt (Headteacher)	<a href="http://www.barleylane.devon.sch.uk">www.barleylane.devon.sch.uk</a>
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