



CARE Foundation Trust

(A mutual schools co-operative education trust)

Statutory Proposal Consultation



The Reason for the Consultation

The Governing Boards of the community schools shown below are proposing to change their legal school category from community to foundation and, at the same time, acquire charitable status by forming a shared co-operative Trust with other Kent primary schools which have already been working together in an informal collaborative for a number of years.

The Trust which the schools would form is to be known as: **CARE Foundation Trust**

In the case of Goat Lees Primary School, which is already a Foundation School, this proposal would not result in a change of category, but would lead the school to become part of the collective Trust (CARE Foundation Trust) which would serve as the Foundation for the school.

In the case of Brabourne CE Primary School, Chilham St. Mary's CE Primary School and Lady Joanna Thornhill (Endowed) Primary School, the schools will become partnership members of the Trust with full legal rights and will maintain their current foundation status with the Diocese of Canterbury/own Foundation.

This publication provides information about our Proposal including how we are planning to work collaboratively to develop and improve our schools - and why we think that forming CARE Foundation Trust will help us to achieve this.

Copies of this information are available at our school as well as electronically from our website.

School contact details	Lead contacts
Aldington Primary School Roman Road Aldington, Ashford KENT TN25 7EE	HEAD TEACHER: Mrs S MacCourt Chair of Governors: Mr T Carney
Brabourne CE Primary School School Lane Brabourne, Ashford KENT TN25 5LQ	HEAD TEACHER: Mr A Stapley Chair of Governors: Mrs H Fenwick
Brook Primary School Spelders Hill Brook, Ashford KENT TN25 5PB	HEAD TEACHER: Mrs S Arnold Chair of Governors: Mr D Urand
Challock Primary School Church Lane Challock, Ashford KENT TN25 4BU	HEAD TEACHER: Mrs S Sweet Chair of Governors: Dr A Norley
Chilham St. Mary's CE Primary School School Hill Chilham KENT CT4 8DE	INTERIM EXECUTIVE HEAD TEACHER: Mrs S Sweet Chair of Governors: Dr H Ratcliff
Goat Lees Primary School Hurst Road Kennington, Ashford KENT TN24 9RR	HEAD TEACHER: Ms T Adams Chair of Governors: Mrs R Hawes
Lady Joanna Thornhill (Endowed) Primary School Bridge Street Wye, Ashford KENT TN25 5EA	HEADTEACHER: Mr P Chantler Acting Chair of Governors: Mrs K Freeman
Mersham Primary School Church Road Mersham, Ashford KENT TN25 6NU	HEAD TEACHER: Mrs C Chalkley Chair of Governors: Mrs L Caldwell
Phoenix Primary School Belmont Road Ashford KENT TN24 9LS	HEAD TEACHER: Mr J Tibbles Chair of Governors: Mrs A Burgess
Smeeth Primary School Caroland Close Smeeth, Ashford KENT TN25 6RX	HEAD TEACHER: Ms L Flack Chair of Governors: Mr L McRoberts

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:

- a) Reading this information and asking for further information if you need any.
- b) 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 school

By sending comments or requests for further information by email: CAREFT@csnetwork.coop

By completing an online questionnaire at: <http://www.surveymonkey.co.uk/r/P5T9Z9Y>

By sending comments or requests for further information in writing to:

Consultation c/o The Governing Board at the address for the school, as shown in the table above.

Contents of the Proposal Consultation Information Pack**Section 1 Summary**

- 1 The Governing Board and the leadership team of our Schools have in each case 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 and to seek to further improve and sustain the quality of the education we offer.
- 2 We want to ensure that we continue improving the service we offer to our children and we want to form CARE Foundation Trust as formal partners and to become part of a regional and national network of schools and partners that can help us to deliver that ambition.
- 3 Brabourne CE Primary School and Chilham St. Mary's CE Primary School are Voluntary Controlled Church of England Primary Schools; Lady Joanna Thornhill (Endowed) Primary School is a Voluntary Controlled school and so these three schools will be joining as partnership members of the CARE Foundation Trust with full participatory rights.
- 4 Goat Lees Primary School is already a Foundation category school, so in this case the school would be joining the CARE Foundation Trust but not changing category.
- 5 To take this work forward, we are proposing to change the school category of the remaining schools from community to foundation and at the same time to acquire the CARE Foundation Trust co-operative education trust
- 6 The proposed date of implementation (i.e. the date on which any legal change of category would take place and the school would join the CARE Foundation Trust) is **1st August 2017**.
- 7 The process of change will not result in noticeable day to day differences for our school, but we believe that joining this partnership will allow us to join a group of like-minded education providers and to learn from the shared expertise and experience they offer.
- 8 Further information is provided below – we would be pleased to hear what your thoughts are.
- 9 You are invited to comment on the proposals at any time from **27 April to 26 May 2017**, after which a report on responses will be prepared for governors to consider.

Section 2 The Vision and Values of CARE Foundation Trust

- 10 Our vision is to use the formation of the Trust to build on and strengthen what the collaboration has already achieved in terms of support and sharing best practise, and to create a learning community which seeks to further improve teaching and learning for all. Becoming part of a trust ensures each school can maintain their own individuality – ethos and

vision - whilst allowing a support network which will give all participating schools the opportunity to succeed.

- 11 The CARE Foundation Trust will work together to ensure a high-quality learning experience for children within Trust schools. The Trust will provide a strong and well-tested legal entity through which to collaborate more effectively for the benefit of our pupils. The trust will seek to engage external partners to strengthen the quality of education on offer.

- 12 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** (see also section 6). Members of the Foundation Trust board will continue to consult with and represent all members of the school communities and other stakeholders involved in our schools including staff, pupils, parents and members of the local communities.

Section 3 The main aims and ambitions we have for the trust

Governors and school leaders have agreed the following goals:

We want to:

13 Develop outstanding teaching for all our learners.

We will use the proposed education partnership trust to support work designed to:

- Deliver high quality and outstanding teaching.
- Utilise local resources efficiently in the interests of learning.
- Develop the expertise of our staff to ensure all learners can achieve.
- Ensure that all learners make significant progress during their time at school.
- Offer a positive and supportive staff environment with the prospect of progression within the trust, ensuring all staff are motivated, enthusiastic and positive role models.

14 Ensure that our education partnership includes working with the wider community.

We will use the proposed education partnership trust to support work designed to:

- Develop and share resources to improve outcomes for our learners.
- Engage local community organisations and extend what schools can offer.
- Engage other partners who can support our work to the benefit of our learners.
- Extend and enrich the learning opportunities for all our children.

15 Harness the practical benefits of a wider working group

We will use the proposed education partnership trust to offer practical support in a time of declining local authority resources to:

- Offer each other practical support in the form of peer reviews, external advisors, moderation, training and sharing best practice.
- Negotiate together and under the umbrella of CSNET to achieve better value for money and offer vital savings to school budgets.
- Support fellow schools in times of need by sharing advice and resources as required and agreed by the Foundation Trust Board.

Section 4 List of Consultees

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:

- 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; particularly the Diocese of Canterbury
- Local and neighbouring Further Education and Higher Education providers;
- Health care providers and commissioning groups.

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

Dates for a series of consultation meetings have been arranged as follows:

Venue	Schools	Meeting dates, times and audience		
		Date	Time	Audience
St Mary’s Church, Chilham The Square, Chilham, Canterbury CT4 8DB	Chilham St Mary’s CEP Challock Primary	9 th May 2017	09:30	Parents/Public
Challock Primary School Church Lane Challock, Ashford KENT TN25 4BU	Chilham St Mary’s CEP Challock Primary	9 th May 2017	15:45	Staff
Phoenix Primary School Belmont Road, Ashford , KENT TN24 9LS	Phoenix Primary Goat Lees Primary	9 th May 2017	14:30	Parents
			16:00	Staff
Goat Lees Primary School Hurst Road, Kennington, Ashford, KENT TN24 9RR	Phoenix Primary Goat Lees Primary	9 th May 2017	17:30	Parents/Public
Aldington Primary School Roman Road, Aldington , Ashford , KENT TN25 7EE	Aldington Primary Mersham Primary	10 th May 2017	15:30	Staff
			18:00	Parents/Public
Lady Joanna Thornhill (Endowed) Primary School	Lady Joanna Primary	10 May 2017	16:00	Staff
			19:00	Parents/Public
Smeeth Primary School Caroland Close, Smeeth, Ashford, TN25 6RX	Brabourne CEP Brook Primary Smeeth Primary	11 th May 2017	14:15	Parents/Public
			16:00	Staff
			18:00	Public/Public

In addition, a meeting for professional union representatives is being arranged

Section 5 Further information

What is the purpose of a Co-operative Education Trust and what is involved in developing a Trust?

- 16 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.
- 17 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**.
- 18 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.
- 19 Trust Schools continue to teach the National Curriculum and are inspected by Ofsted at appropriate times.
- 20 A Foundation school will continue to work with the local authority to manage admissions but will employ its own staff and the land and buildings will be managed by the Foundation Trust for the school (*except in the cases of Brabourne CE Primary School and Chilham St.Mary's CE Primary School where the existing foundation trusts will continue to exercise local management*). (Please also note that Goat Lees Primary School is already a Foundation School)

Decision making responsibilities for any change of status

- 21 The process for a change of school status is set out in the **SOPAM Regulations (2016)**(Statutory Order for Prescribed Alteration to Maintained schools)
- 22 **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.
- 23 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). Kent County Council is also being notified of the proposals to change category.

The Decision Making and Consultation process

- 24 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.
- 25 The consultation process – at least four weeks, but usually around half a term - allows all interested parties to express a view.
- 26 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?

- 27 The Governing Board of a Foundation School (not applicable to Voluntary Controlled Schools) becomes the employer for staff with effect from the date of the legal change to the school's status. In the case of Goat Lees Primary School, this arrangement is already in place.
- 28 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.

- 29 All employees employed by the school immediately before the transfer irrespective of their length of service have entitlement to continuous employment.
- 30 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.
- 31 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.
- 32 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

- 33 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. *However, in the case of Voluntary Controlled CE primary schools and Lady Joanna Thornhill (Endowed) Primary School, arrangements will be agreed as appropriate with the Diocese and/or local church or other relevant trusts.* 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.
- 34 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/Diocese.
- 35 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/Diocese.
- 36 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

- 37 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.
- 38 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.
- 39 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.
- 40 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

- 41 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*.
- 42 Partners in the Trust can include the Local Authority, Further or Higher Education; local businesses or other community organizations; the common factor is a commitment to contribute to a successful learning community.
- 43 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
- 44 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.
- 45 The CARE Foundation Trust list of schools and proposed partners as it would be if Governing Boards agree to proceed is shown here:

Primary Schools	Other Partners
<ul style="list-style-type: none"> • Aldington Primary School • Brabourne CE Primary School • Brook Primary School • Challock Primary School • Chilham St. Mary’s CE Primary School • Goat Lees Primary School • Lady Joanna Thornhill (Endowed) Primary School • Mersham Primary School • Phoenix Primary School • Smeeth Primary School 	<ul style="list-style-type: none"> • The Co-operative Schools Network • Canterbury Christ Church University • Canterbury Diocesan Board of Education • Kent County Council

The Co-operative Schools Network

- 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.

Discussions with the following additional partners about the details of their engagement with the Trust will form part of the consultation:

Canterbury Christ Church University

- Canterbury Christ Church University has national recognition of for its outstanding work as a provider of initial teacher training, for educational research, and for working in partnership with schools and Co-operative Trusts in Kent. They will prove a strong partner – opening up the possibilities of recruiting the best teachers to work within the trust, supporting current staff, conducting research projects and receiving updates on the latest pedagogical developments.

Canterbury Diocesan Board of Education

- The Diocese will bring knowledge to the Trust Board that will benefit all – not just the Church of England schools. They will promote a positive and strong moral ethos for all schools and would ensure pupil and staff well-being is never overlooked. Their engagement will also further strengthen community links, especially with the local churches.

Kent County Council

- In addition to the continuing relationship with the Local Authority the same as for “maintained schools”, the Trust will benefit from the advice and support of an appropriate officer nominated by the County Council.

46 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

- 47 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.
- 48 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?

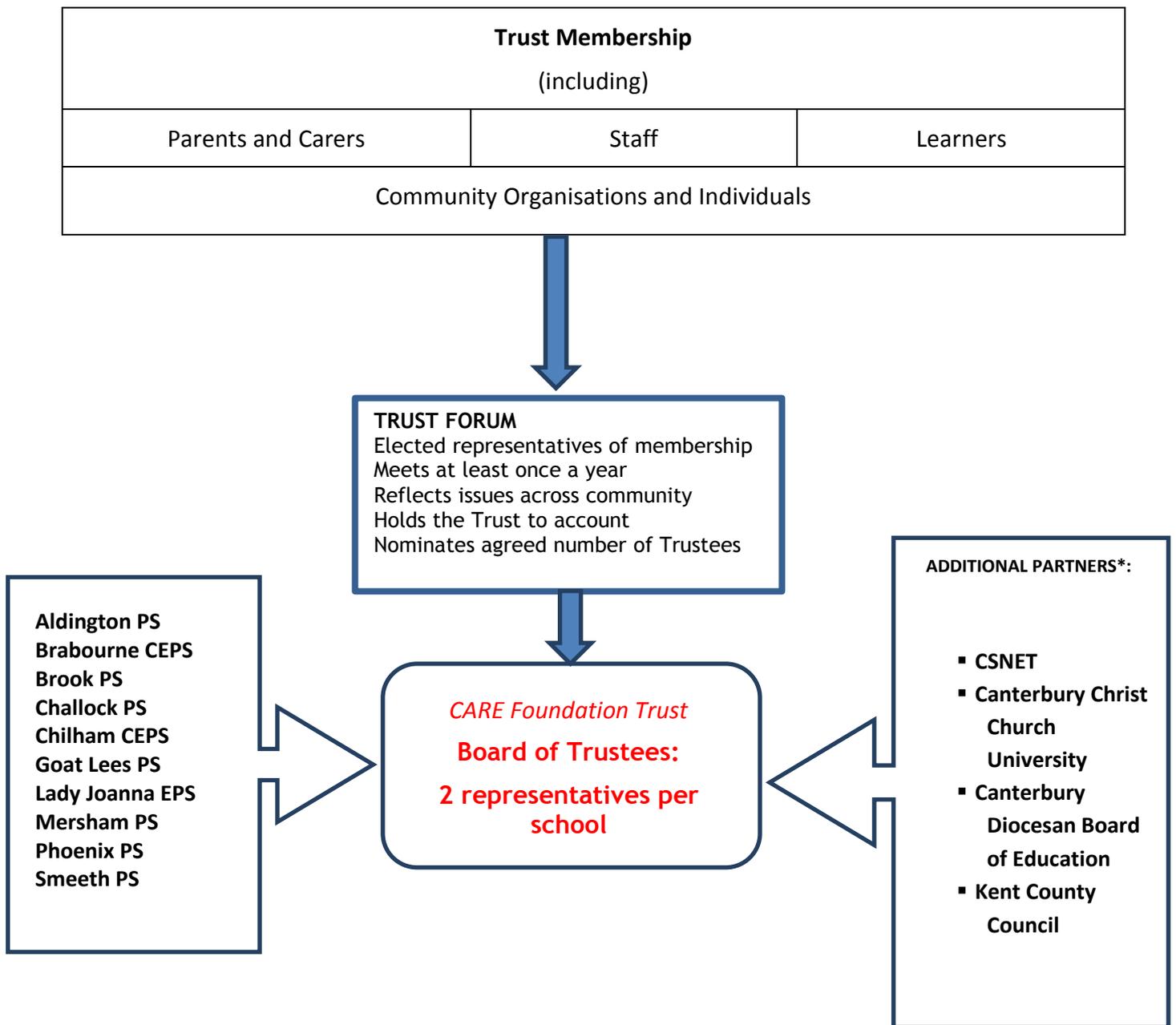
- 49 The CARE Foundation Trust will offer membership to parents, learners, employees and local community groups and individuals and provide benefits for each of these groups, but also enlist their support in achieving the aims of the Trust.
- 50 The Trust will become a charitable, not for profit, organisation meeting the legal and other requirements of the Department for Education (DfE).
- 51 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.
- 52 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
- 53 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.
- 54 Trustees will meet a minimum of 3 times a year (*co-ordinated with existing school governance arrangements as required*).

Governing Board changes

- 55 From September 1st 2012 the Government changed the arrangements for appointing Parent, Community, Local Authority and Staff Governors. Further advice was issued in August 2015.
- 56 These proposals are designed so that any changes should be as minimal as possible when compared with the current composition of the Governing Board, which will have a minority of governors (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.
- 57 The governing board of a foundation trust school with a 'minority' trust as its foundation, which is what we are proposing, is 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 trust governors appointed by the named Trust; in our case, we are proposing the legal minimum of two. (*These may be appointed from within the existing governors*);
 - 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.
 - VC Church of England schools and Lady Joanna Thornhill (Endowed) Primary School already have a foundation and will therefore become full partnership members. Their current instrument of government will continue to apply.

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

- 58 We plan to develop a Trust structure which will be properly representative of all members and stakeholders, will represent external/additional partners appropriately and will enable all of our schools to be represented equitably.
- 59 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, if required.
- 60 In putting this together we intend 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.
- 61 The diagram below (*on page 11*) represents the relationships in the proposed Trust between the membership, the Trust schools and their Governing Boards and the Trust's additional partners.



***Each additional partner will appoint one trustee to the Board**

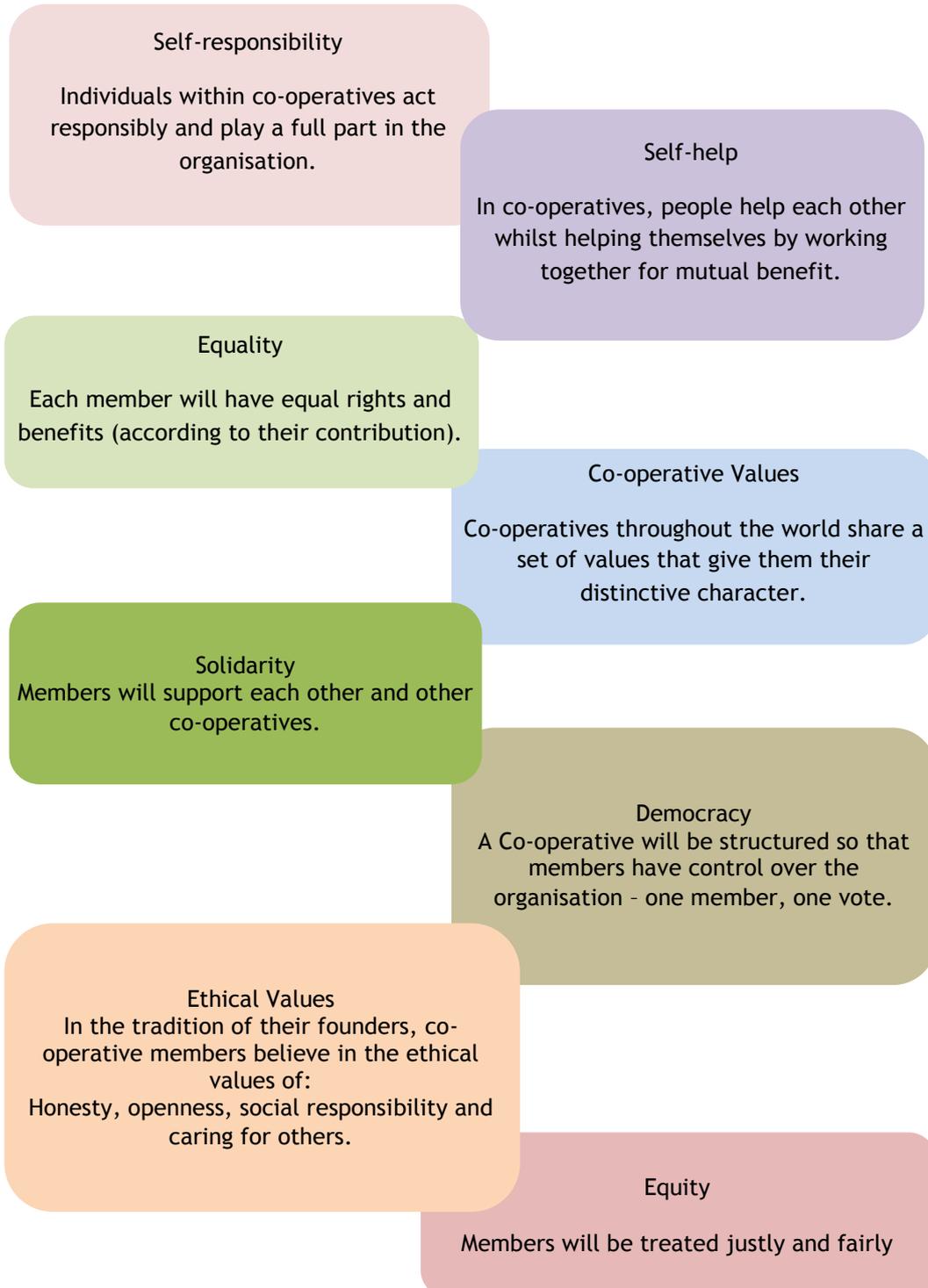
****The school will appoint two trustees to the Board (nominally the Head teacher and Chair of Governors).**

The relationship of the Trust with the wider CARE family of schools

62 The schools within the CARE Foundation Trust will continue (as before) to work closely with the wider CARE family of schools. Headteachers, Chairs of Governors and Training & Development Governors from all CARE schools will continue to meet on a regular basis to plan, manage and evaluate support and improvement actions. Governors with specific roles and responsibilities will continue to share information and provide advice and support for each other. The Governance Peer Review Process will continue to involve all of the wider CARE family of schools.

Section 6 Further information about 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 18th 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.

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

Statutory Notice

Notice is given in accordance with section 19(3) of the Education and Inspections Act 2006 that: the Governing Board of each of the following schools intends in each case to make a prescribed alteration to the school.

Aldington Primary School which is a community school located at Aldington Primary School, Roman Road, Aldington Ashford KENT TN25 7EE;

Brook Primary School which is a community school located at Brook Primary School, Spelders Hill, Brook, Ashford KENT TN25 5PB;

Challock Primary School which is a community school located at Challock Primary School, Church Lane, Challock Ashford KENT TN25 4BU;

Mersham Primary School which is a community school located at Mersham Primary School, Church Road, Mersham Ashford KENT TN25 6NU;

Phoenix Primary School which is a community school located at Phoenix Primary School, Belmont Road, Ashford KENT TN24 9LS;

Smeeth Primary School which is a community school located at Smeeth Primary School, Caroland Close, Smeeth Ashford TN25 6RX;

The proposed alteration for the schools named above 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 name of the foundation will be the CARE Foundation Trust and the proposed implementation date is 1st August 2017.

Goat Lees Primary School, which is already a Foundation School would not change category but would acquire the named trust and **Brabourne CE Primary School, Chilham St Mary's CE Primary School and Lady Joanna Thornhill (Endowed) Primary School** will not change category but will become full partnership members of the Trust.

The proposed partners in the trust are (in addition to those schools named above):

- Canterbury Christ Church University
- The Diocese of Canterbury Board of Education
- The Co-operative Movement
- Kent County Council

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:

Our vision is to achieve substantial and sustained improvement of standards across a dynamic learning community where all the pupils that we serve have their individual needs met.

This notice is an extract from the complete proposal. Copies of the full proposals 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 (addresses shown below), or via the online questionnaire.

Aldington Primary School, Roman Road, Aldington , Ashford , KENT TN25 7EE	Chair of Governors: Mr T Carney
Brabourne CE Primary School, School Lane, Brabourne, Ashford, KENT TN25 5LQ	Chair of Governors: Mrs H Fenwick
Brook Primary School, Spelders Hill, Brook, Ashford , KENT TN25 5PB	Chair of Governors: Mr D Urand
Challock Primary School, Church Lane, Challock, Ashford , KENT TN25 4BU	Chair of Governors: Dr A Norley
Chilham St. Mary's CE Primary School, School Hill, Chilham, KENT CT4 8DE	Chair of Governors: Dr H Ratcliff
Goat Lees Primary School, Hurst Road, Kennington, Ashford, KENT TN24 9RR	Chair of Governors: Mrs R Hawes
Lady Joanna Thornhill (Endowed) Primary School , Bridge Street,Wye, Ashford KENT TN25 5EA	Acting Chair of Governors: Mrs K Freeman
Mersham Primary School, Church Road, Mersham, Ashford, KENT TN25 6NU	Chair of Governors: Mrs Lesley Caldwell
Phoenix Primary School, Belmont Road, Ashford , KENT TN24 9LS	Chair of Governors: Mrs A Burgess
Smeeth Primary School, Caroland Close, Smeeth, Ashford, TN25 6RX	Chair of Governors: Mr L McRoberts

Date: 25 April 2017