## 'Implications of Trust Schools for the Local Authority' Proposed Action Plan in Response to Scrutiny Inquiry Report (May 2007)

Recommendations	Actions proposed	Responsibility	Timescale	Progress
Recommendation 1				
<ul> <li>That the Chief Executive of Education Leeds and the Director of Children's Services take a pro-active strategic approach to maximise the potential that Trust Schools might have for improving outcomes for children in deprived communities in Leeds by</li> <li>exploring potential trust models for clusters of schools in deprived areas with a view to instigating trusts</li> <li>issuing advice to strategic partners about how to target their partnership support to schools and areas most in need</li> <li>informing our proactive approach to wider planning issues (BSF, 14-19 review, etc).</li> </ul>	<ul> <li>(a) Explore and develop a city-wide partnership securing strategic partners focussed on:</li> <li>* Securing appropriate partnerships to support our most challenged schools</li> <li>* Prioritising the strategic development of provision for 14-19 year olds</li> <li>* Establishing agreements, entitlements and protocols based on a purpose and vision held in common</li> <li>* Sponsoring curriculum innovation</li> <li>* Maximising and securing expertise and resources</li> <li>(b) Agree vision, principles, values, priorities and work plan for partnership</li> <li>(c) Develop guidance and</li> </ul>	Education Leeds Executive Team	May 07 – July 07 September 07 – Dec 07	<ul> <li>An Education Leeds paper on 14-19 was submitted to the June</li> <li>Executive Board proposing that we establish a Central Leeds Learning Trust. Recent consultations with headteachers and governors suggests that this should be a city- wide partnership embracing children's centres and schools across all phases but with a strong focus on schools facing the greatest challenges. There is a strong consensus emerging around this model. It should be noted that 'Trust' here would not be of the type described in the act but would take the form of a formal partnership; possibly a federation. This would allow schools to form their own trusts, within this broader partnership arrangement.</li> <li>It is envisaged that the 'trust would:</li> <li>sponsor and support educational programmes and initiatives;</li> <li>have a role in the governance of the proposed Post 14</li> </ul>

	toolkit for school leaders and Governors (see 3a below)			<ul> <li>Centres;</li> <li>play a major role in developing the Leeds Learning Strategy;</li> <li>create a framework to maximise funding streams to support learning;</li> <li>harness the talents of everyone who shares the vision for learning in Leeds;</li> <li>be a strong partner for schools and other providers across the whole of Leeds</li> </ul>
Recommendation 2				
The Chief Executive of Education Leeds and the Director of Children's Services consider the resource and other practical implications of a policy requiring the Authority to request membership of every trust that is established in Leeds.	<ul> <li>(a) Work with Garforth pathfinder and emerging Trusts to agree an appropriate effective model for the LA as a partner</li> <li>(b) Identify how this should relate to the city wide partnership referred to in recommendation 1a-c.</li> </ul>	Team Leader Governor Support Service Team Leader Governor Support Service with Executive Team	June - July 07 Sept - Oct 07	LA is a partner in the Garforth Trust and our assessment is that it is practicable for the LA to be a partner for any emerging trust
Recommendation 3				
That the Director of Children's Services has regard to this report when responding to any school consulting on becoming a Trust School.	The Director of Children's Services will develop a guide for schools and governing bodies which will also act as a protocol for engagement with schools wishing to explore and consult on trust status:	Team Leader Governor Support Service	May - July 2007	Education Leeds has developed a guide to different governance structures which has been used with Governors' Forum, Area Governors Meetings and with individual school governing bodies. This will be integrated into a more comprehensive toolkit for schools

<ul> <li>this report regarding</li> <li>proposed partner organisations sharing the same vision for the school</li> <li>any proposed changes to the school's admissions policy</li> <li>potential for the proposals to help or hinder "narrowing the gap"</li> <li>balance of trust appointed governors on the governing body</li> <li>and to consider how the individual proposals will contribute to community</li> </ul>	<ul> <li>(a) Commission a step by step guide to establishing schoolbased partnerships:</li> <li>★ Agreeing a vision and common purpose;</li> <li>★ Ensuring this is informed by the LA's strategic vision and school's statutory responsibilities (embracing 'narrowing the gap, ECM and community cohesion)</li> <li>★ exploring relevant governance models;</li> <li>★ re-affirmation of citywide agreements, entitlements and protocols</li> <li>★ connecting to wider partners</li> </ul>			be able to use the toolkit to explore partnerships that could help them achieve their aspirations and consider the most appropriate way of formalising partnerships
cohesion and delivering the Every Child Matters agenda.	<ul><li>(b) Liaise with relevant parties in drafting the guide</li><li>(c) Publish and disseminate guide</li></ul>	Team Leader Governor Support Service	September 07 December 07	commissioned to help schools and their partners quality assure the delivery of extended services. This will inform the proposed review of the school improvement policy. This policy does, however, already
	(d) Review and, if necessary, provide an update to the School Improvement Policy to assist in quality assuring the impact of new governance arrangements on outcomes for young	Strategic Manager School Improvement	July – September07	provides a framework by which schools can consider their impact on the five outcomes, how partnerships add value to their work and the extent to which their governance adds strategic direction and impact

people			
prospectiv	ding guide for e partners whichGovernor SupportA position andService	December 07	