

Contents of the Proposal Consultation Information Pack

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Section 1 Summary

- 1 The Governing Bodies and the leadership teams of our schools have been considering how best to plan for the long term future, in the light of changes happening in the public education service.
- 2 We want to ensure that we continue improving the service we offer to our children and young people and we want to become part of a regional and national network of schools and partners that can help us to deliver that ambition.
- 3 To take this plan forward, we are proposing to change the school category from community to foundation and at the same time to establish together a co-operative education trust, to be called The Coastal Alliance Co-operative Trust.
- 4 The proposed date of implementation (i.e. the date on which any legal change of category would take place and the Trust would be created on) is 1st July 2016.
- 5 The process of change will not result in noticeable day to day differences for our school, but we believe that setting up this partnership will allow us to formalise arrangements with a group of like-minded education providers and learn from the shared expertise and experience they offer.
- 6 Further information is provided below – we would be pleased to hear what your thoughts are (and invite you to become a member of the Trust so that you can contribute to its work if we do go ahead).
- 7 You are invited to comment on these proposals at any time from now until the end of the statutory consultation period, which runs from **28th April to 27th May 2016**.

Section 2 The Vision and Values of our Proposed Education Trust**The background**

8 *All the Herne Bay and Whitstable Infant, Junior, Primary and Secondary schools are currently part of an informal collaborative group of schools called the Coastal Alliance.*

We want to formalise this arrangement to further improve our schools by forming a trust and by becoming Co-operative Trust schools together with other partner schools. All schools in the Alliance are able to take up one of these two options. Church schools/academies can only be Co-operative Trust partners. We are proposing that our four founding schools initially change category to become Foundation Trust schools in order to establish the Trust. Doing so at this point will allow us to develop our work together for the next few years, while the recently announced new government policies in education are further clarified, rather than rushing into a major upheaval at this point in time.

The Foundation Trust would secure the working partnership and be a ready-made model if the proposal for all schools to become academies by 2022 is in fact the situation we face in the future. However, we do not feel that pursuing academy status is right for our schools at this point in time.

One of the main attractions of the co-operative trust model is that it will enable our schools to continue to work in the same way as we currently work and retain our individual characters. We value the diversity and range of school types and are not trying to make our schools the same, but rather to ensure what is special now, is preserved in the future.

No member school has to become an academy to join the Coastal Alliance Co-operative Trust if they are not one already. No school will become part of a “chain” of schools. There is no leader or chief executive of the trust. Headteachers and governors will remain in charge of their own schools accountable to their young people, parents and the local community, with the Trust collectively supporting all of our children in having the best possible education through partnership working.

The trust will be a not for profit organisation, in which members will be mutually responsible but not liable for each other.

The trust will be a legal entity, recognised as such by KCC and the national government.

Shared Vision

9 Our vision is to achieve substantial and sustained improvement of standards across a dynamic learning community where all the young people of Herne Bay and Whitstable, have their needs met.

We want to ensure that local schools remain accountable to local people, this will be the case for all schools in the trust. Irrespective of which school our young people attend, we see them as our shared responsibility.

The Coastal Alliance is already a proven and coherent self-improving schools’ system. However, we want to make this even more effective and even stronger by forging an even closer partnership with our neighbouring schools, as a Co-operative Trust.

Across all our schools, we will focus on:

- Improving the quality of learning and teaching
- Improving the wellbeing and behaviour of our young people
- Enhancing capacity by sharing resources and expertise
- Improving value for money in a time of real terms reduction in funding
- Supporting and developing current and future leaders

These strategic goals will be addressed through our Coastal Alliance Co-operative Trust Action Plan, which is based on regular audits of strengths and areas for development across the Coastal Alliance schools.

We believe that the values of a co-operative schools’ trust match our existing values but also enables us to be part of a wider national network of schools with complimentary values. This ensures we are outward looking, in our drive to make all our local schools the very best they can be for the young people of Whitstable and Herne Bay.

Shared Values

10 All our schools are signed up to being part of the Coastal Alliance, so-named because:

- It was formed out of strong relationships between schools in Herne Bay and Whitstable;
- It was formed to advance common interests;
- It works for the mutual benefit of the schools and their young people.

The members of the Coastal Alliance agree to abide by the principles established by the Nolan Committee for those in public life.

These are: selflessness; integrity; objectivity; accountability; openness; honesty; and leadership.

Both the concept of working as an Alliance and the Nolan Committee principles are compatible with the Co-operative values, so that the way in which schools work together would be almost identical.

The Co-operative values are:-

self help; self responsibility; democracy; equality; equity; and solidarity.

As members of the Coastal Alliance Co-operative Trust, we would work to embody these values at trust and school level.

As a Trust we would therefore:

- Give equal value to all our members and all our young people. (Equality)
- Have a responsibility to help other schools. (Self help)
- Be accountable for our own actions. (Self responsibility)
- Abide by democratic principles and give a voice to the Whitstable and Herne Bay community and young people. (Democracy)
- Have to make a positive contribution to the trust and local community. (Equity)
- Have to support and improve all our schools by working together. (Solidarity)

As schools we would therefore:

- Make sure we are socially and academically inclusive schools, and that we teach respect and tolerance. (Equality)
- Encourage independence in our children's problem-solving skills. (Self help)
- Ensure our children understand the balance of rights and responsibilities. (Self responsibility)
- Ensure we listen to our children, our School Councils, our parents and carers, our staff and our local community, and hold elections and votes in school, so children experience the democratic process. (Democracy)
- Encourage children to recognise the need to contribute to, as well as benefit from, school. (Equity)
- Encourage all our community to work together and our children to work as a team, supporting one another and taking pride in their school. (Solidarity)

Section 3 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:

- Children at the school; 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;
- 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 any of the schools.

The dates for consultation meetings have been arranged as follows:

On Monday 16th May:

3:15pm at Joy Lane Primary School **for Joy Lane Staff**

On Tuesday 17th May:

9:15am at Joy Lane Primary School **for Joy Lane parents and carers**

1:15pm at Swalecliffe Community Primary School **for All Trade Union Representatives**

2:15pm at Swalecliffe Community Primary School **for Swalecliffe Parents and Carers**

3:15pm at Swalecliffe Community Primary School **for Swalecliffe staff**

5:30pm at Swalecliffe Community Primary School **for The General Public (including any Parents and Carers unable to attend their own school meeting)**

On Wednesday 18th May

9:15am at Briary Primary School **for Briary Parents and Carers**

2:45pm at Whitstable Junior School **for Whitstable Junior Parents and Carers**

3:30pm at Whitstable Junior School **for Whitstable Junior Staff**

On Thursday 19th May

3:15pm at Briary Primary School **for Briary Staff**

We will also be discussing the Proposal with our children in each school, to see what their views are in the same week.

Section 4 Further information

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

- 11 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.
- 12 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 are expected to be updated by the **Education and Adoption Act 2015**.
- 13 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.
- 14 Trust Schools continue to teach the National Curriculum and are inspected by Ofsted at appropriate times.
- 15 A Trust school becomes its own admissions authority employs its own staff.

Decision making responsibilities for any change of status

- 16 The process for a change of school status is set out in the **SOPAM Regulations (2013)**(Statutory Order for Prescribed Alteration to Maintained schools)
- 17 **The Decision Maker is the Governing Body** – there is no requirement for the Local Authority or the DfE to endorse or approve a proposal to create a Co-operative Trust.
- 18 When considering this process, the Governing body 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).

The Decision Making and Consultation process

- 19 Decision making begins with a formal vote by governors to consult on a proposal for a change of status. The publication of a proposal in draft form is a required part of the consultation process.
- 20 The consultation process – at least four weeks, but usually around half a term - allows all interested parties to express a view.
- 21 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?

- 22 The Governing Body of a Foundation school becomes responsible for pupil admissions and will work with the Local Authority to provide pupil places under the requirements of the National Schools Admissions Code.
- 23 The Governing Body of a Foundation School is the employer for staff with effect from the date of the legal change to the school's status.
- 24 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.
- 25 All employees employed by the school immediately before the transfer irrespective of their length of service have entitlement to continuous employment.

- 26 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.
- 27 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.
- 28 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

- 29 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. 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.
- 30 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.
- 31 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.
- 32 Trust school governing bodies have very similar responsibilities for buildings maintenance and generally manage major aspects of this through a service level agreement, often with the Local Authority.
- 33 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

- 34 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.
- 35 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.
- 36 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 may be able to continue so that the responsibility on the governors for the land and buildings remain the same.
- 37 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 Body 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

- 38 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*.
- 39 The Co-operative Trust model usually includes at least one partner who holds the same values and a membership arrangement through which parents, pupils, staff and other stakeholders can be involved and have a say in how the trust is run.
- 40 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.
- 41 The Proposed Co-operative 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.
- 42 Other partners can be invited to join the Trust to add to the strength of the Trust and the range of experience and opportunities it can provide.
- 43 The full list of initial partners is shown here:

Primary schools (consulting schools in bold)	Other Partners
<ul style="list-style-type: none"> • Briary Primary School • Joy Lane Primary, Nursery School and Oysters SRP (ASD) • Swalecliffe Community Primary School • Whitstable Junior School • Herne Bay Infant School • Herne Bay Junior School • Herne CE Infant & Nursery School • Herne CE Junior School • Reculver CE Primary School • St Alphege CE Infant School • St Marys Catholic Primary School • Westmeads Community Infant School • Whitstable and Seasalter Endowed CE Junior School 	<ul style="list-style-type: none"> • East Kent Learning Alliance • Coastal Children’s Centres • Herne Bay & Whitstable Nursery Collaborative Representative • Canterbury Christ Church University • Co-operative Schools Network • Herne Bay High School

▪ **Co-operative Schools Network (CSNET)**

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.

▪ **East Kent Learning Alliance (EKLA)**

The East Kent Learning Alliance is a Teaching School Alliance operating across the east of the County. It includes primary and secondary schools amongst its members and has a remit to

provide training for those who wish to be teachers, those who are currently working as teachers, and those who aspire to leadership in our schools. The benefits of having local and bespoke provision are clear, and would enable us to ensure that our staff continue to be well-trained. Coastal Alliance schools already use EKLA, but this would formalise the partnership between us.

- **Canterbury Christ Church University**

Canterbury Christ Church University has national recognition 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. It is a considerable coup for us to have agreed a formal relationship with them. The possibilities for supporting school staff, recruiting the best teachers to work locally, conducting research projects and constantly being updated with how academic research shows children learn best, are very exciting indeed.

- **Coastal Children's Centres**

Coastal Children's Centres are natural partners for local schools, as they work with the parents and young children who will one day attend our schools. Their partnership work with schools is well-established, as is their role in supporting parents in the initial stages of bringing up their own child. They offer so much more than this and are an asset to our community. They are very excited about having a formal arrangement to work with schools, and are keen to support us in helping our children with their wider needs beyond the academic.

- **Herne Bay & Whitstable Nursery Collaborative Representative**

There are 3 Nursery Collaboratives working across Whitstable and Herne Bay. We want to work with all of them and to ensure that their stage of education is represented in the trust. We recognise their vital role in children's education and want to learn from their expertise, whilst they are also keen to learn from schools. This partnership will ensure the best possible transition into primary school from nursery in the coming future. Getting the start right for children is so important and this partnership will help us ensure that this is what we do. Their youngsters can also benefit from shared use of the facilities that local schools have to offer, ultimately these children will attend our schools in any case, so we could be said to be helping ourselves.

- **Herne Bay High School**

Herne Bay High School has always played a central role in the work of the Coastal Alliance and would continue to do so as an external partner in the trust. As a large, good, secondary school which is served by many of the local primary schools, we can again ensure excellent transition work and formalise the existing strong relationship with our secondary school partner. We will continue to benefit from the expertise of its subject specialist staff and fantastic facilities, especially the sporting opportunities that it continues to offer and support that it provides. We are delighted that Herne Bay High are keen to work with us under this more formal arrangement.

- 44 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

- 45 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.

- 46 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 children.

How will the Trust operate and who will regulate the way it works?

- 47 The Education Trust will offer membership to parents, children, 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.
- 48 The Education Trust will become a charitable, not for profit, organisation meeting the legal and other requirements of the Department for Education (DfE).
- 49 It will carry out its duties in relation to schools as set out by the DfE, specifically by appointing a minority (two) governors to the Governing Body of any supported school and by holding the land and assets in trust for the school community.
- 50 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.
- 51 Trustees (representatives) 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.
- 52 Trustees (representatives) will meet a minimum of 3 times a year. Each school will have 2 representatives at such meetings, each external partner organisation will have one.

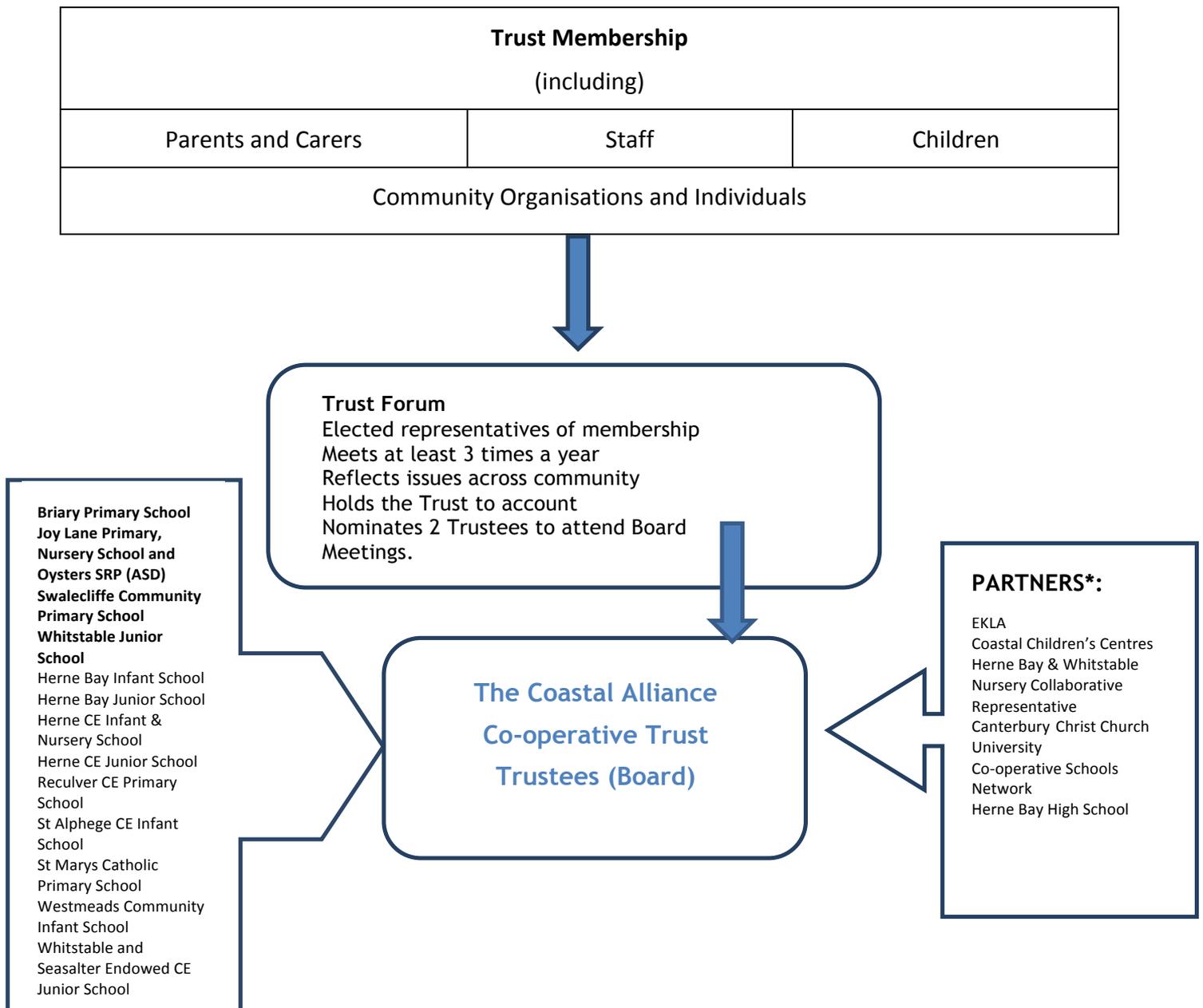
Governing Body changes

- 53 In September 1st 2012 the Government changed the arrangements for appointing Parent, Community, Local Authority and Staff Governors.
- 54 These proposals are designed so that changes should be as minimal as possible when compared with the current composition of the governing body, which will have a minority of governors (probably 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 Body.
- 55 The governing body of a foundation school with a 'minority' Trust as its foundation, which is what we are proposing, has to be 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 body 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 body, 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; in our case we are proposing the legal minimum of two; and will reconstitute our respective Governing Bodies accordingly.

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

- 56 We plan to develop a Trust structure which will be properly representative of all members and stakeholders, will represent external partners appropriately and will enable all of our schools to be represented equitably.

- 57 We would establish a Trust Forum, within 18 months, representing parents, staff 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 would appoint 2 trustees. Children would also have a voice through the Coastal Alliance Schools Parliament which is comprised of representatives from individual School Councils.
- 58 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.
- 59 The diagram below represents the relationships in the proposed Trust between the membership, the Trust schools and their Governing Bodies and the Trust’s initial additional partners.

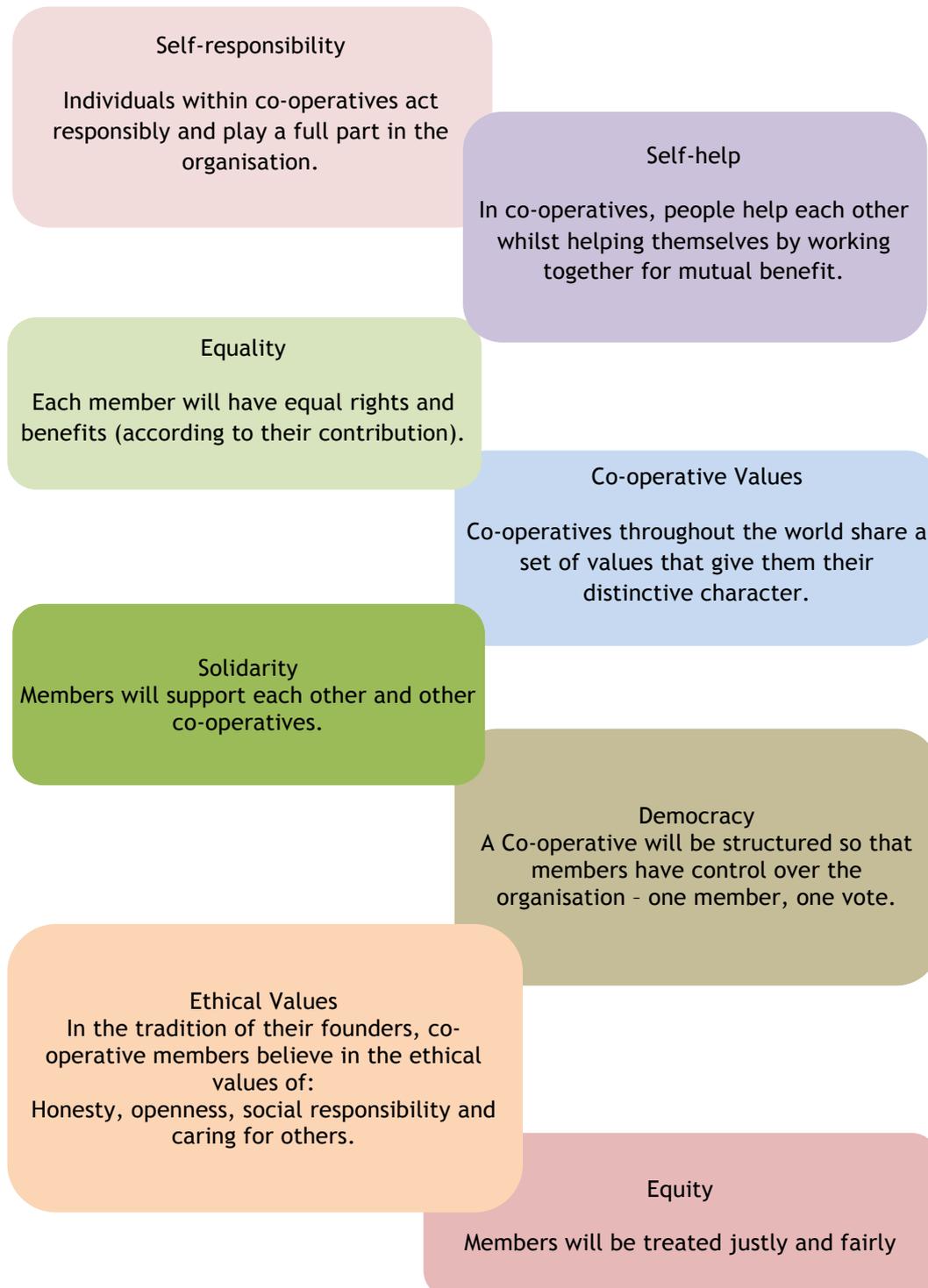


***Each partner will appoint one trustee to the Board**

****Each school will appoint two trustees to the Board (being the Head teacher and a Governor).**

Section 5 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 19th 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 body of **Briary Primary School** intends to make a prescribed alteration to **Briary Primary School** which is a Community School located at **Briary Primary School, Greenhill Road, Herne Bay, Kent CT6 7RS**

the governing body of **Joy Lane Primary, Nursery School and Oysters SRP (ASD)** intends to make a prescribed alteration to **Joy Lane Primary, Nursery School and Oysters SRP (ASD)** which is a Community School located at **Joy Lane Primary, Nursery School and Oysters SRP (ASD), Joy Lane, Whitstable, Kent CT5 4LT**

the governing body of **Swalecliffe Community Primary School** intends to make a prescribed alteration to **Swalecliffe Community Primary School** which is a Community School located at **Swalecliffe Community Primary School, Bridgefield Road, Swalecliffe, Kent CT5 2PH**

the governing body of **Whitstable Junior School** intends to make a prescribed alteration to **Whitstable Junior School** which is a Community School located at **Whitstable Junior School, Oxford Street, Whitstable, Kent CT5 1DB**

The proposed alteration in each case 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 proposed name of the foundation will be *The Coastal Alliance Co-operative Trust* and the proposed implementation date is 1st July 2016.

The "The Coastal Alliance Co-operative Trust" does not already act as a foundation for any school.

The partners in the proposed trust are:

- Briary Primary School
- Canterbury Christ Church University
- Coastal Children's Centres
- Co-operative Schools Network
- East Kent Learning Alliance
- Herne Bay & Whitstable Nursery Collaborative Representative
- Herne Bay Infant School
- Herne Bay Junior School
- Herne CE Infant & Nursery School
- Herne CE Junior School
- Joy Lane Primary, Nursery School and Oysters SRP (ASD)
- Reculver CE Primary School
- St Alphege CE Infant School
- St Marys Catholic Primary School
- Swalecliffe Community Primary School
- Westmeads Community Infant School
- Whitstable and Seasalter Endowed CE Junior School
- Whitstable Junior School
- Herne Bay High School

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 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:

The Trust will build on the existing relationship between local schools and support the schools in seeking to:

- Improve the quality of learning and teaching
- Improve the wellbeing and behaviour of our young people
- Enhance capacity by sharing resources and expertise
- Improve value for money in a time of real terms reduction in funding
- Support and develop current and future leaders

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 Bodies 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 Body of the appropriate school (address above).

David Stanley	Chair of Governors, Briary Primary School
Gerry Skinner	Chair of Governors, Joy Lane Primary School
Mark Davies	Chair of Governors, Swalecliffe Community Primary School
Anne Hooker	Chair of Governors, Whitstable Junior School

Date: 28/4/16