



Walsall Children's Services

Report to;	Schools Forum
Date;	9 th December 2008
Subject;	Governance of Schools
Contact;	Avril Walton Avril-walton@walsallcs.serco.com
Purpose of the Report;	To respond to Forum's request for a paper on school governance.
Decision;	None required
Implication;	None resulting directly from this report

1.Community Schools

Community schools are maintained by their local Authority.

In Community Schools; the Local Authority are;

- the employer of staff; and
- the admissions authority

The Local authority owns the buildings and land but the governors control the use of the premises.

Community schools are funded using the Local Authority's delegated budget

2.Voluntary Aided Schools

Voluntary Aided schools are maintained by their Local Authority.

Voluntary Aided (VA) schools are maintained schools and often, but not always, have a religious character.

The governors of VA schools are;

- the employer of the staff
- the admissions authority
- responsible for a 10% contribution to capital costs; and
- responsible for and own the school building.

VA schools are funded using the Local Authority's delegated budget.

3. Voluntary Controlled Schools

Voluntary Controlled schools are maintained by their Local Authority.

Voluntary Controlled (VC) schools are often schools that have been voluntary aided and become voluntary controlled when the governors could no longer make the necessary contribution to the capital costs.

In VC schools the Local Authority are;

- the employer of the staff; and
- the admission authority.

VC schools have foundation governors who are often the church, foundation or other origination connected to the school.

VC schools are funded using the Local Authority's delegated budget.

4.Foundation Schools

Foundation schools are maintained by their Local Authorities.

The governors of a foundation school are the:

- employer of the school staff;
- admissions authority for the school within the requirements of the School Admissions Code; and
- ownership of the school's land and assets.

Foundation schools are funded using the Local Authority's delegated budget.

5. Trust Schools

Trust schools are maintained by their Local Authorities and supported by a charitable foundation or trust. They are established under the Education and Inspection Act 2006. Trust partners can be other schools, local businesses, Higher or Further Education Institutions and or community groups.

Trust schools:

- manage their own assets
- employ their own staff; and
- set their own admission arrangements

Any maintained school can become a trust school – primary secondary or special school.

Trust schools are funded using the Local Authority's delegated budget

6. Academies

Academies are maintained by the government. In an Academy the governors:

- manage their own assets;
- employ their own staff; and
- set their own admission arrangements.

Weak schools can be closed and replaced by an Academy, Academies are publicly funded schools, established and managed by independent sponsors following the admissions code and working in behaviour partnerships and with their local Childrens Trusts, with a track record of success in turning around some of the most challenging schools in the country. By involving committed sponsors from business and the voluntary sector – as well as from high performing schools, colleges and universities – the Academies programme can bring a radical change to the ethos, leadership, structures and support in a school.

Academies are funded using the Local Authority's delegated budget.

7. Interim Executive Board

The local authority may have reason to replace the governing body of a school with an Interim Executive Board (IEB). An IEB has a specific duty to run the school on a basis which will secure improvements. Local authorities may also work with the IEB initiating changes towards a long term solution for the school, including federation, Trust or Academy status.

Schools with an IEB continue to be funded using the Local Authority's delegated budget.

8. Federations

Section 24 of the Education Act 2002 stated that community, community special, voluntary controlled, maintained nursery, voluntary aided and foundation schools are able to either enter into statutory governance federations.

Federation can include schools joining under a single governing body or to set-up collaborative arrangements.

Schools in federations continue to be individual schools, and admission to each school continues to be determined by the appropriate admission authority (the LA in the case of community and voluntary controlled schools, the federated governing body in the case of foundation and voluntary aided schools). Schools also keep their existing category and character, and in particular do not gain, lose or change their religious character through membership of a federation.

There is usually a maximum of 5 schools in a single federation.

Federated schools continue to receive separate delegated budgets using the Local Authority's delegated budget.

9. National Challenge

National Challenge Trusts are specific, hard-edged solutions for schools that are unable to raise their results, but where an Academy may not be the right solution. National Challenge Trusts involve a radical transformation, involving the closure of the existing school, linked to a plan to reopen as a new Trust school. Alongside the closure plan, improvement partnership, led by a strong, local school to collaborate and build capacity will be formed. In many cases, a powerful external partner such as a local business or university would add energy and capacity to the Trust. The weak school would then be re-opened as a new Trust school, involving all key partners, giving the school and the community it serves a fresh beginning and a break with previous underachievement. National Challenge Trusts would receive appropriate additional funding to enable the new school to restructure leadership, attract fresh teachers and develop ambitious plans for raising attainment.

10. Amalgamation / Closure

There is no such thing as school amalgamations. To achieve one school from two (or more) existing schools it is necessary to either close both of the schools and open a new one or to close one school and one (or more) of the remaining school(s) take the pupils. If a school extends its size or age range it is sometimes necessary to go through a consultation process. If a new school is opened it is usually necessary to have an open competition for the new schools. It is not possible therefore to assume that the closure of two community schools will lead to the opening of a community school to replace them.