



# **Letchworth Garden City Education Partnership**

## **ANNUAL REPORT 2015–16**

## INTRODUCTION

Last year we reported on how staff and students were working together to create a strong joint ethos based on the co-operative values of self-help; responsibility; democracy; equality & equity; and solidarity. As we forecast, progress in 2015-16 has been less dramatic than in the first few years of the co-operative partnership. It is probably best described as a period of consolidation and normalization, though there have also been some notable achievements which this report highlights.

The action plan for 2016-17 has been reviewed and revised. There are a number of new initiatives as well as some interesting tweaks to ongoing actions. But the focus of our review has been very much on ensuring that we deliver quality of activity rather than volume of activity: to concentrate Partnership activity in those areas where the most gain is to be found and present a realistic action plan based on likely available resources. As a result of this review, there may appear to be less activity than previously, though the beneficial output should be at least as great.

The key point for all of us is that formal co-operation, facilitated by the Education Partnership, is contributing to school improvement and the benefit of our students. There is empirical evidence that students are more reflective and self-aware than previously. Teachers have picked up the use of more sophisticated language by students to describe learning, which is increasingly the result of open discussion and questioning. But external factors and resource constraints have again prevented us from undertaking an objective evaluation of the benefits of the Partnership: such evaluation remains an aspiration for 2016-17.

As planned last year we have expanded the Board of Trustees to include elected representatives from each of our constituent groups: staff (represented by up to two elected Staff Governors from each School); parents (represented by up to two Parent Governors from each School); and students (represented by the elected Head Girls and Head Boys from each School). The student representatives have been particularly impressive, reporting to the Board on independent work they have undertaken on learning methods, the results of which have been incorporated into a leaflet aimed at teachers, parents and students.

Keith Robertson  
Chairman, Board of Trustees

## SECTION 1: SIGNIFICANT EVENTS DURING THE YEAR

Becoming an **Education Partnership** has enabled Fearnhill School and The Highfield School to develop a strong ethos of co-operation, which has continued to drive school improvement this year and benefit all of our young people. Our joint ethos is based on the globally recognised Co-Operative values of **self-help; responsibility; democracy; equality & equity;** and **solidarity**. These are the values we want to instil in our young people and the values we want to promote:

**SELF HELP** - We help people to help themselves

**SELF RESPONSIBILITY** - We take responsibility for, and answer to our actions

**DEMOCRACY** - We try to give everyone a say in the way we run our schools

**EQUALITY & EQUITY** - Everyone has equal rights and our schools are fair

**SOLIDARITY** - Supporting each other and our community

The Education Partnership is run on a day-to-day basis by a management group made up of the Headteacher and a Deputy Headteacher from each of the two schools, supported by their Business Managers and the Company Secretary. Progress is monitored against a detailed **action plan**. You can read the full action plan for 2015-16 at **Annex A** at the end of this report, though you should note that this is a business document produced to help manage the Education Partnership: the following pages highlight the major achievements over the past academic year in a more readable, and colourful, format.

### STUDENT PARTNERSHIP

Our Sixth Form Leadership Teams (made up of Head Boy, Head Girl and their deputies) from both schools have been working closely together in order to publish their findings regarding teaching and learning across the Education Partnership. In the Autumn term the students visited a broad spectrum of lessons in both schools and found out an extensive amount about the types of activities students believe have most impact on their progress as well as being most enjoyable. In the Spring they collated this information, culminating in published findings.

The Highfield School Council has once again consulted their peers in their 'constituencies' to find out which issues needed change. The councillors have been busy voting on key issues which they believe need addressing such as traffic and pedestrian management at school drop off and pick up times and healthy eating. In turn, many changes have taken place: new menus are on offer in the dining room and a zebra crossing has been put in place within the car park.



Two of Highfield's Year 7 students supported some cross school work with Pixmore Junior School early in the Summer term. They visited Pixmore Junior School to talk about how the Rewards and Behaviour systems work at secondary school to help with transition. The young people were outstanding ambassadors for the school and not only supported the teacher's presentation but answered a range of questions about secondary school in general.

The Highfield School and Fearnhill School now have almost identical approaches to behaviour and rewards through working together and Pixmore too have adopted similar principles so that students have consistency throughout their education.

To further understand our Co-Operative ethos, Year 8 students engaged in a series of Co-Operative sessions over this term ranging from team games to art and design.

### Team Games

Year 8 took a break from normal PE lessons to learn about the importance of collaboration. Working in teams, with just some planks of wood and some rope, the students had to get themselves from one side of the playground to the other. There was one flaw; their feet were not allowed to touch the ground! Much hilarity ensued but slowly the students realised that by working as a team they could achieve this seemingly impossible task.

Mr Kemp and Miss Brown were really impressed by the teamwork shown by Year 8; they communicated well and demonstrated great collaboration.



### Art Workshop



The Art department delivered a series of teamwork lessons too. Their aim was to produce a large scale composition which created a wall mural, from smaller individual pieces of art.

Each Year 8 student was given a brick shape piece of card to design their own individual message. This would form a Co-Operative mural, symbolizing teamwork and unity within The Highfield School. They chose words connected to our school's Co-Operative values. Each brick created, reflected the student's individual personality and highlighted the uniqueness of each of us. It was a celebration of individuality, teamwork and working together.

### Radio Broadcasts

Some of our students were introduced into the world of radio broadcasting. The Year 8 students had to research, script, write, perform and record their radio shows independently. They all selected interesting current affairs. The class have evolved their communication skills and made sure they incorporated all of the Co-Operative values into their work. Student Lucy Allen said 'I really enjoyed making our radio shows as it was very independent and we all really enjoyed using our phones to

record it!' This Radio Broadcast week was definitely a success and will be done again in the future!

## STAFF PARTNERSHIP

Teachers from across the partnership have met for the third time as part of our annual 'TeachMeet'. Staff came together to share and develop teaching strategies in an innovative and informative session. As usual the feedback was overwhelmingly positive where staff made the following comments: 'It was useful to compare ideas and different ways of approaching syllabus changes'; 'These sessions always give me templates and ideas to use, which is always useful and worthwhile'.

Teachers from across the partnership have also come together to Co-Operatively plan for a number of new exam specifications released in September 2016, have shared ideas and joint plan aspects of the new syllabi and have found the sessions to be reassuring and effective.

The Education Partnership has continued to help drive school improvement in both schools during a time of curriculum change, achieved through the strong ethos of co-operation. Middle and Senior Leaders have come together to share in the development assessments from Year 7 where national curriculum levels are being phased out, to GCSE and A-Level examinations.



We have also planned next year's co-operative staff dates so that our teachers can build on the success of this year's shared practice. Staff from both schools have found all shared sessions to be invaluable and will be spending part of a day in January 2017 together in order to develop practice further through Co-Operation.

## TRUST PARTNERSHIP

We have continued to develop even better links with some of our partners over this year. For example, our Year 7s enjoyed an assembly about aspirations with our Co-Operative partner, the University of Hertfordshire. Emily Ashton talked to the students about setting short and long term goals, including looking forward to future careers and university.

For the third year running, we also worked with the University of Hertfordshire to deliver goal setting workshops with Year 9. The workshops in March, delivered by Jamarl Billy, enabled students to think about where they want to be in 3-5 years' time and how they might go about realising their goals.



In June, Vicky Axell, Curator for the Garden City Collection, delivered an excellent talk to Year 7 students about the history of the Garden City. Students learnt about the history of the Co-Operative movement and how this is specifically related to Letchworth and its unique history.

## SECTION 2: FUTURE PLANS

You can read the full action plan for 2016-17 at **Annex B** at the end of this report. You will see that many of the activities are similar to those undertaken in 2014-15 and 2015-16: the successes repeated. But we have undertaken an in-depth review of the action plan, and have dropped a number of actions that appeared last year, but which for one reason or another did not take place. There are a number of new initiatives for 2016-17 as well as some interesting tweaks to longstanding actions. The focus of our review has been very much on delivering quality of activity rather than volume of activity, and to present a realistic action plan based on likely available resources. As a result of this review, there will appear to be less activity than previously, though the beneficial output should be at least as great, as we have concentrated activity in those areas where the most gain is to be found.

As each year of activity passes, the co-operative values of **self-help; responsibility; democracy; equality & equity;** and **solidarity** are becoming more firmly embedded in the schools through constant reinforcement. So not only is the Education Partnership growing and evolving year by year as we develop our comprehensive plan of action, but also the positive effects are building year on year. The action plan for 2016-17 reflects this incremental, long-term, approach.

We will be issuing a Newsletter twice a year (February and July) rather than termly, which will give us greater scope to cover issues and developments in more depth as well as reducing the burden on those teaching staff to whom its production falls.

## SECTION 3: RISKS TO OUR FUTURE PLANS

The principal risk to delivery of future plans remains resource pressure on Fearnhill and The Highfield schools. To mitigate this risk as far as possible, the Action Plan have been reviewed in depth to ensure that is aligns with likely available resources. Where the Schools have been unable to deliver successfully against previous action plans, proposed actions have been revised or dropped. We are not complacent. The resource situation continues to deteriorate and the Management Group will increase the frequency of monitoring, at least during the early stages of 2016-17, and will report to the Board of Trustees progress against the Action Plan at each meeting.

## SECTION 4: FINANCIAL STATEMENT

As in previous years, **there were no financial transactions for the Education Partnership during this year of operation**: no income nor any expenditure. Throughout the period the Company has been **dormant** as defined in Section 1169 of the Companies Act 2006.

See **Annex C** at the end of this report for the full **financial statement**.

See **Annex D** at the end of this report for all the relevant **reference material** on the structure and organisation of the Letchworth Garden City Education Partnership.

## SECTION 5: DECLARATION

This report was approved by the Trustees on **7 December 2016**.

## Action Plan

September 2015 – July 2016

Key Objectives	Success Criteria
1. To promote, embed and uphold co-operative values within school communities	<ul style="list-style-type: none"> <li>Students uphold co-operative values</li> </ul>
2. To improve practice by promoting, embedding and upholding co-operative values, including through closer collaboration between school staff and governors	<ul style="list-style-type: none"> <li>Improved practice</li> <li>Collaboration between school staff and governors</li> <li>Staff uphold co-operative values</li> </ul>
3. To develop effective working practices so that all stakeholders contribute to the Trust	<ul style="list-style-type: none"> <li>Stakeholders contribute to the Trust</li> <li>Stakeholders uphold the co-operative values</li> </ul>

1. To promote, embed and uphold co-operative values within school communities			
Action steps	By when	By whom	How measured
Assemblies	<u>Sept-Oct</u> Self-help <u>Nov-Dec</u> Democracy <u>Jan-Feb</u> Self-Responsibility <u>Mar-Apr</u> Equality & Equity <u>May-Jul</u> Solidarity	Katharine Lorraine	Annual student survey
Open / Transition evenings	Ongoing		
Publicity – posters, post cards etc.	Ongoing		
Joint student activities			
<ul style="list-style-type: none"> <li>Yr. 7 aspiration assemblies – going to university</li> </ul>	September	Katharine Lorraine	Annual student survey; feedback from providers; participant evaluations
<ul style="list-style-type: none"> <li>Yr. 7 activity day               <ul style="list-style-type: none"> <li>History of co-operation</li> <li>History of Letchworth</li> </ul> </li> </ul>	June		



<ul style="list-style-type: none"> <li>Yr. 8 skills day               <ul style="list-style-type: none"> <li>Working collaboratively</li> </ul> </li> </ul>	June		
<ul style="list-style-type: none"> <li>Enterprise:               <ul style="list-style-type: none"> <li>Highfield Yr. 9 day</li> <li>Fearnhill Yr. 8 work shadowing</li> </ul> </li> </ul>	November		
<ul style="list-style-type: none"> <li>Yr. 9 University of Hertfordshire goal setting activities</li> </ul>	February		
<ul style="list-style-type: none"> <li>Yr. 9 University of Hertfordshire visits – Aim Higher Day</li> </ul>	March		
<ul style="list-style-type: none"> <li>KS4 Work Experience               <ul style="list-style-type: none"> <li>Fearnhill Yr. 10</li> <li>Highfield Yr. 11</li> </ul> </li> </ul>	March October		
<ul style="list-style-type: none"> <li>KS5 enrichment programme:               <ul style="list-style-type: none"> <li>Meet the local MP</li> <li>Joint RE conference</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>Fearnhill School work with feeder primary schools</li> </ul>	Ongoing	Liz	
<ul style="list-style-type: none"> <li>The Highfield School work with feeder primary schools</li> </ul>	Ongoing	Lorraine	
Policies / procedures			
<ul style="list-style-type: none"> <li>Student planners to reinforce the commitment to the co-operative values</li> </ul>		Katharine Lorraine	
<ul style="list-style-type: none"> <li>To ensure all policies and procedures uphold the co-operative values</li> </ul>		Liz Ian	
Student Voice			
<ul style="list-style-type: none"> <li>Joint school council meetings</li> </ul>	Ongoing	Katharine Lorraine	Annual student survey and interim student feedback
<ul style="list-style-type: none"> <li>KS5 Teaching and Learning Ambassadors researching and disseminating feedback on best classroom practice</li> </ul>	Ongoing		
<ul style="list-style-type: none"> <li>Development of KS3 Learning Ambassadors trained to feedback on the learning experience</li> </ul>	Ongoing		
<ul style="list-style-type: none"> <li>KS3 Co-operative Ambassadors delivering assemblies on what it means to be a cooperative school</li> </ul>	Ongoing		

## 2. To improve practice by promoting, embedding and upholding co-operative values, including through closer collaboration between school staff and governors

Action steps	By when	By whom	How measured
Joint Continuous Professional Development			
<ul style="list-style-type: none"> <li>Annual joint staff Inset time</li> </ul>	January	Katharine Lorraine	Staff evaluation; Annual Directors' Report
<ul style="list-style-type: none"> <li>Joint staff and middle leader collaboration</li> </ul>	Ongoing		
Financial best practice			
<ul style="list-style-type: none"> <li>Joint procurement of resources</li> </ul>	Ongoing	Gerry Hazel	Business Managers' evaluation; financial analysis and cost savings
<ul style="list-style-type: none"> <li>Joint sharing of resources</li> </ul>	Ongoing	All	
Leadership			
<ul style="list-style-type: none"> <li>Regular LGCEP Management meetings</li> </ul>	Half termly	All	
<ul style="list-style-type: none"> <li>Annual joint LT meeting</li> </ul>	Summer	LTs	
<ul style="list-style-type: none"> <li>AHTs across schools working together on new KS3 assessment practices</li> </ul>	Ongoing	Katharine Lorraine	
<ul style="list-style-type: none"> <li>Joint Chair of Governors meetings</li> </ul>	Summer	Ian Keith	
<ul style="list-style-type: none"> <li>Shared use of resources to raise staff awareness about current safeguarding issues</li> </ul>	Ongoing	Katharine Lorraine	
<ul style="list-style-type: none"> <li>Business Managers working together across schools</li> </ul>	Ongoing	Hazel Gerry	

### 3. To develop effective working practices so that all stakeholders contribute to the Trust

Action steps	By when	By whom	How measured
<ul style="list-style-type: none"> <li>To expand the Board of Trustees to include constituency representatives</li> </ul>	Recruitment during Summer Term 2015 for Trustees to be in Place by 2 Dec 2015 meeting.	Trustees	
<ul style="list-style-type: none"> <li>To promote constituency representatives to their respective constituents</li> </ul>	First promoted during Autumn Term 2015	Trustees	
<ul style="list-style-type: none"> <li>Hold an Annual General Meeting open to all constituency members</li> </ul>	2 Dec 2015	Chair	
<ul style="list-style-type: none"> <li>Trust Governors to be the voice of the Trust at governors' meetings</li> </ul>	Ongoing	Trust Governors	
<ul style="list-style-type: none"> <li>Invite student representatives to the Board of Trustee meetings as 'guests'</li> </ul>	Ongoing	Chair	
<ul style="list-style-type: none"> <li>To encourage participation and feedback from 'Forum' members:               <ul style="list-style-type: none"> <li>Forum News newsletter for parents</li> <li>Create specific email address</li> <li>Forum News section in staff bulletins</li> <li>Use student voice forums</li> </ul> </li> </ul>	Ongoing	Liz Ian	

## Action Plan

September 2016 – July 2017

Key Objectives	Success Criteria
1. To promote, embed and uphold co-operative values within both school communities	<ul style="list-style-type: none"> <li>Students uphold co-operative values</li> </ul>
2. To improve practice by promoting, embedding and upholding co-operative values, including through closer collaboration between school staff and governors	<ul style="list-style-type: none"> <li>Improved practice</li> <li>Collaboration between school staff and governors</li> <li>Staff uphold co-operative values</li> </ul>
3. To develop effective working practices so that all stakeholders contribute to the Trust	<ul style="list-style-type: none"> <li>Stakeholders contribute to the Trust</li> <li>Stakeholders uphold the co-operative values</li> </ul>

1. To promote, embed and uphold co-operative values within both school communities			
Action steps	By when	By whom	How measured
Assemblies <b>Structured programme of values assemblies for 2016-17 for Heads of House</b>	<u>Sept-Oct</u> Self-Responsibility <u>Nov-Dec</u> Equality and equity <u>Jan-Feb</u> Democracy <u>Mar-Apr</u> Equality & Equity <u>May-July</u> Self help	Nadine Mark	Staff feedback
Promote school values where applicable through information evenings	Ongoing		
Publicity – posters and reenergise post cards Newsletter-half yearly. <ul style="list-style-type: none"> <li>February-Fearnhill</li> <li>July-Highfield</li> </ul> <b>Separate from newsletter</b>	Nadine Mark		

<p>Joint student activities; Head boy/Head girl project Year 7/8/9 assembly in both schools- 31<sup>st</sup> October at Highfield and at Fearnhill Publicise leaflet on “how students want to learn”</p>	<p>Nadine Mark</p>		
<p>Sharing of resources/speakers/contacts between the schools through regular updates between Nadine and Mark</p>	<p>Ongoing</p>	<p>Nadine Mark</p>	<p>Annual staff/student survey</p>
<p>Yr. 8-Aspiratation day /workshops at Fearnhill spilt over two days</p>	<p>June/July-date to be decided</p>		
<p>Yr. 7 School values presentation- Letchworth Heritage/Local History group/Letchworth planning agency</p>	<p>June/July-date to be decided</p>		
<p>KS5 enrichment programme: The Palace of Westminster trip and the finance talk for university.</p>	<p>Jo Garthwaite/Fearnhill Head of sixth form</p>		
<p><b>Policies / procedures</b></p>			
<ul style="list-style-type: none"> <li>Student planners to reinforce the commitment to the cooperative values in both schools</li> </ul>	<p>September 2016</p>	<p>Nadine Mark</p>	
<ul style="list-style-type: none"> <li>To ensure all policies and procedures uphold the cooperative values</li> </ul>	<p>September 2016</p>	<p>Liz Ian</p>	
<p><b>Student Voice</b></p>			
<p>Joint school council workshop on a strategy to support student mental well-being-meet and work together and plan a presentation to give to their schools’ Leadership Team at Highfield</p>	<p>February-July</p>	<p>Nadine Mark</p>	<p>Student feedback</p>

## 2. To improve practice by promoting, embedding and upholding co-operative values, including through closer collaboration between school staff and governors

Action steps	By when	By whom	How measured
<b>Joint Continuous Professional Development</b>			
<ul style="list-style-type: none"> <li>Joint staff and middle leader collaboration/sharing of resources/KS3 assessment practices</li> </ul>	Ongoing	North Herts TA	Staff feedback by North Herts Teacher Alliance
<b>Leadership</b>			
<ul style="list-style-type: none"> <li>Regular LGCEP Management meetings</li> </ul>	Half termly	All	
<ul style="list-style-type: none"> <li>Annual joint LT meeting-Ian and Liz to organise and decide on the focus</li> </ul>	Summer	Ian Liz	
<ul style="list-style-type: none"> <li>Shared use of resources to raise staff awareness about current safeguarding issues-where applicable to share training costs</li> </ul>	Ongoing	Nadine Mark/Caitlin	

## 3. To develop effective working practices so that all stakeholders contribute to the Trust

Action steps	By when	By whom	How measured
<ul style="list-style-type: none"> <li>To promote constituency representatives to their respective constituents</li> </ul>	Ongoing	Trustees	

## Financial Review

There were no financial transactions for the Trust during the year, and throughout the period the Company has been dormant as defined in Section 1169 of the Companies Act 2006.

Balance sheet as at 31 March 2016	
Current Assets	
Cash	£0
Net Current Assets	£0
Capital and Reserves	£0
<b>Total Members Funds</b>	<b>£0</b>

The company was dormant throughout the financial year ended 31 March 2016 and for the year ending **31 March 2016** the company was entitled to exemption under Section 249AA (1) of the Companies Act 1985.

Members have not required the company to obtain an audit in accordance with Section 249B (2) of the Companies Act 1985.

The Trustees acknowledge their responsibility for:

- Ensuring the company keeps accounting records which comply with Section 221; and
- Preparing accounts which give a true and fair view of the state of affairs of the company as at the end of the financial year, and of its profits or loss for the financial year, in accordance with the requirements of Section 226, and which otherwise comply with the requirements of the Companies Act relating to accounts, so far as it is applicable to the company.

**This financial statement was approved by the Board of Trustees on 7 December 2016.**

## Reference and Administrative Information

**Company Name:** Letchworth Garden City Education Partnership (LGCEP)

**Registration Number:** 8476043

**Registered Office:** The Highfield School  
Highfield  
Letchworth Garden City  
Hertfordshire  
SG6 3QA

**Trustees:** Trustees who have been in post during the period covered by this report (March 2015 to July 2016) are shown in the table below:

Name	Representing	Date of Appointment	
		From	To
Rita Malayka Ali	Parent Governor, The Highfield School	November 2016	-
Paul Cranfield	Co-operative Group	April 2013	August 2015
Lindsay Carol Edwards	Hertfordshire County Council	July 2015	-
Andrea Edwards	Staff Governor, The Highfield School	December 2015	-
Elizabeth Anne Ellis	Head Teacher, Fearnhill School	August 2015	-
Andrew Paul Harris	Parent Governor, The Highfield School	December 2015	May 2016
Terrence William Hone	Governor, Fearnhill School	December 2015	-
Marc Allan Kinear Lewis	Trust Governor, The Highfield School	December 2015	-
Ian Mantle	Chair of Governors, Fearnhill School	September 2015	-
Ian Morris	Head Teacher, The Highfield School	April 2013	-
Thomas David Nichol	Staff Governor, The Highfield School	December 2015	-
Keith Allan Robertson	Chair of Governors, The Highfield School	April 2013	-
Paul Vaughan	Chair of Governors, Fearnhill School	April 2013	September 2015
Jenny Lucy Ventris	University of Hertfordshire	March 2015	-
Jed Whelan	Head Teacher, Fearnhill School	April 2013	August 2015

**Bankers:** None

**Solicitors:** DWF LLP, 1 Scott Place, 2 Hardman Street, Manchester M3 3AA

**Auditors:** None

**Company Secretary:** Dr John Peter Noble (from April 2014)

## STRUCTURE GOVERNANCE AND MANAGEMENT

### Changes to Structure and Governance in 2015-16

The most visible change to in 2015-16 has been the formalised direct engagement with the Education Partnership's members (members include **students**, **parents/carers** and **staff**). The original **Board of Trustees** consisted of seven *ex-officio* representatives: **Headteachers** and **Chairs of Governors**, from Fearnhill and The Highfield schools, together with one nominee from each of the three long-term



partners ([Hertfordshire County Council](#); the [University of Hertfordshire](#); and, [The Co-operative Group](#)).

The Board of Trustees was expanded during 2015-16 to include elected member representatives: two [Staff Governors](#) from each School, two [Parent Governors](#) from each School and, to fully cover the all-important student constituency, the elected [Head Girls and Head Boys](#) from each School. Note, not all student representatives could be Trustees as they would need to be 18, so rather than include some and not others, the Board decided to invite them all as 'observers' to the meetings and involve them fully in all discussions and decision-making processes).

There is now also provision for two [Trust Governors](#) from each school, who will become Trustees in their own right, and who the Board we will look to represent the interests of the partnership on the governing bodies and provide an important link between the schools and the partnership.

### **Objectives and Activities**

The [Letchworth Garden City Education Partnership](#) is a Trust created under the auspices of the School Standards and Framework Act 1998 and uses DfE-approved model Memorandum and Articles of Association. The company was registered on 5<sup>th</sup> April 2013.

The Objects of the Trust as set out in the Articles of Association are to ***“advance the education of the students at the Schools, to advance the education of other members of the community, and otherwise to benefit the community, it being acknowledged that in carrying out the Objects the Trust must (where applicable) have regard to its obligation to promote community cohesion under the Education Acts”***.

Within this overall Object, the specific aims are set out each year in an Actions Plan (see for example Annexes A and B above).

### **The Board of Trustees**

The LGCEP is a [Charitable Trust](#) incorporating Fearnhill School and The Highfield School. As a [Co-operative Trust](#) it embeds [co-operative values and principles](#) into the schools. By bringing together a number of partners committed to work with the schools in the long term and developing a strong ethos of co-operation, the LGCEP is driving school improvement.

A Trustee is a member of the [Board of Trustees](#). As a company limited under guarantee, Trustees are also Company Directors. The Trustees have ultimate control of the Education Partnership and its property and funds. Nonetheless, the role of the Trustees is largely one of oversight and governance: to ensure that it has a clear strategy; to ensure that its work is in line with its objects; and, to keep a check on its activities. Trustees are volunteers. Their role includes:

- Ensuring that the activities carried out under the Education Partnership banner are in compliance with the its governing documents
- Approving the Annual Report and Accounts
- Ensuring accountability and compliance with the law
- Developing a clear strategy
- Safeguarding the good name of the Letchworth Garden City Education Partnership and promote its values (including the co-operative values and principles)

Trustees are appointed in line with the Memorandum and Articles of Association and with due regard to statutory guidance for Trusts which are appointing bodies for Schools. Trustees are appointed from the each of the partnership schools (Fearnhill School and The Highfield School) and from each of the partner institutions (Hertfordshire County Council, University of North Hertfordshire, and the Co-operative Group).



The Education Partnership currently has a Trustee Body of seven members who meet a minimum of three times each year and are responsible for the strategic direction and policy of the charity.

### **The Management Group**

The day-to-day running of the Education Partnership is delegated to a **Management Group** made up of the Headteacher and one senior teacher from each school. It is supported by the Company Secretary. Meeting regularly, the primary roles of the Management Group are to prepare the Action Plan, oversee its implementation, and support the Board of Trustees (this includes drafting the Annual Report and preparing the Accounts). Papers and Minutes of all Management Group meetings are copied to Trustees.