

# **Statutory Proposal for the change of category of Andrew Marvell Business & Enterprise College from Community School to a Foundation School with a Trust**

The Governing Body of Andrew Marvell Business & Enterprise College is considering becoming a Trust School. This document is intended to tell you what a Trust School is, why Trust Status may benefit the school, who the partners in the Trust are and results of the initial consultation.

## **Contents**

1. Introductory Information
2. Results of the initial Consultation
3. Changing Category to Foundation (Trust)
4. Acquiring a Trust – How the Trust will work
5. Additional Information
6. Raising Standards

Appendix 1  
Feedback from Public Consultation

Appendix 2  
List of Consultees

Appendix 3  
Summary of Ofsted Report

Appendix 4  
Summary of test results

Appendix 5  
Pioneer Trust Model explanation

Appendix 6  
Pioneer Trust Model diagram

Appendix 7  
Governing Body & Trust responsibilities

## **1. Introductory Information**

### **School details:**

Andrew Marvell Business & Enterprise College  
Barham Road, Hull, HU9 4EE  
Tel: 01482 799132  
Fax: 01482 786804  
E-mail: [admin@andrewmarvell.hull.sch.uk](mailto:admin@andrewmarvell.hull.sch.uk)  
Category of school: Community School

### **Dates:**

The planned implementation date for the prescribed alteration to acquire a Foundation (Trust) is 9<sup>th</sup> September 2008.

### **Representations: How can I make a representation?**

Copies of these proposals can be obtained from reception at Andrew Marvell Business & Enterprise College, Barham Road, Hull, HU9 4EE. These proposals can also be found on the Andrew Marvell Business & Enterprise College website under the link [www.andrew-marvell.com](http://www.andrew-marvell.com). Within four weeks from the date of publication of these proposals, any person may make representations on the proposals and send them to the Governing Body, Andrew Marvell Business & Enterprise College, Barham Road, Hull, HU9 4EE. Please mark envelopes "Statutory Proposals".

Chair of Governors  
Andrew Marvell Business & Enterprise College  
13<sup>th</sup> May 2008

### **What does becoming a Foundation School and acquiring a Trust mean for parents?**

The school will remain part of the Local Authority's family of maintained schools. We will continue to have fair admissions and not introduce selection by ability. Parents will apply for places to Andrew Marvell Business & Enterprise College as part of the Local Authority process. Andrew Marvell Business & Enterprise College will work in partnership with the Local Authority to ensure pupil places are given fairly in line with the published admissions criteria and the national admissions criteria as administered within the local context.

The number of parent governors will not alter. The current situation of appointing community governors, Local Authority governors and staff governors will be maintained.

## **2. Results of the Initial Consultation**

Consultation on these proposals was carried out over a six week period from 15th June 2007 to 20th July 2007. The following stakeholders were consulted: parents, staff, The Local Authority, Hull Primary Care Trust, Trinity & All Saints Higher Education College, primary partner schools and high schools, child care providers, Councillors, FE Colleges and the local community. All applicable statutory requirements in relation to the proposals to consult at all stages were complied with. See appendix 2, List of Consultees.

From approximately 2,500 consultation documents issued there were 52 returns. 19 of these returns were in favour of the proposals with 13 parents identified and all in favour, and 33 were opposed, predominantly staff. In addition to the consultation document two public meetings were held. One meeting for staff, was held on the 19th June 2007 and the second for parents and carers on the 3rd July 2007. See Appendix 1, Minutes of Public Meetings.

The Governors of Andrew Marvell Business & Enterprise College considered the responses from the consultation at a meeting on the 10th September 2007 at Andrew Marvell Business & Enterprise College. After taking into account the results of consultation the Governors decided to proceed to the publication of the Statutory Proposal with two minor changes. The Local Authority and PROBE were omitted from the list of Trustees in error and have now been included. The governors have responded to individuals when a response or request for further information was solicited. Copies of the minutes of the Governing Body meeting of the 10th September 2007, copies of the analysis of the consultation responses, minutes of the public meetings are available from reception at Andrew Marvell Business & Enterprise College. Copies are also available on the College website by following the link [www.andrew-marvell.com](http://www.andrew-marvell.com). You may also view a copy of the original consultation document on the website.

The Governors have followed and complied with all aspects of applicable statutory guidance in relation to consultation over these proposals and have consulted at all stages as and when appropriate.

### **3. Changing Category to Foundation (Trust)**

This Proposal is given in accordance with section 19(3) of the Education and Inspections Act 2006 that Andrew Marvell Business & Enterprise College Governing Body intends to make a prescribed alteration to Andrew Marvell Business & Enterprise College.

The proposed alteration is to change category from community school to a foundation school and acquire a foundation. Proposed alterations meet the requirements as set out under section 23a of the SSFA 1998 [Education (Requirements as to Foundations) (England) Regulations (2007)]. The foundation to be acquired by the Foundation Governing Body is "The Pioneer Trust".

The name of the foundation to be acquired by the Governing Body is "The Pioneer Trust". Membership of the Pioneer Trust includes:

SureStart, Primaries, AMBEC, Wiberforce College, Hull College, Hull University Business School of Hull, East Hull PCT, Community Farm, PROBE, the Local

Authority, Sport & Leisure providers and in overarching role, the Co-operative Group and the Co-operative College [The continuum]

The principle objectives of the Trust will be to raise aspirations, expectations and standards for children and benefit the College and Community in a variety of ways, based on the concept of acting as an enabler. It will make a direct contribution to raising achievement, improving the economic and physical well-being and aspirations of students and the local Community directly and through the Trust partners. It is intended to provide opportunities for members of the Community to acquire individual portfolios of skills and qualifications to enhance their employability or life chances. It will endeavour to promote the advancement of citizenship and community development and will contribute to the diversity of school provision in the area.

We are seeking to develop our School Trust into an organisation with two main elements. The Trust will be a 'Community Development and Co-operative' Model, enabling the families of learners to become members of the Trust. The intention is to provide a mechanism for all members of the Community, whether parents or carers of children at the associated Primary schools or AMBEC, staff at the College and pupils at the College to have a voice in the development and management of the school through membership of a Forum, which will appoint Trustees. Separately, representatives of the Life-cycle partners will nominate Trustees in addition to those appointed through the Forum. It will have an ethos of co-operation and democracy consistent with the globally shared set of co-operative values. It will seek to empower learners and the community to achieve its aim of raising achievement and expectations of learning. The Trust recognises that tomorrow's learners will live in an increasingly global economy, and face the challenges posed by rapid environmental and economic change. It will foster the values of self help and self responsibility to help young people prepare for those challenges, and their future as global citizens.

Essential features of the Trust:

- Raising aspirations through embedding the value of Education in the Community
- A global perspective rooted in co-operative values
- Providing lifelong learning and earning opportunities
- Empowering learners and promoting active citizenship
- Membership is open to parents and members of the community and staff
- Synergistic relationships between partners
- Opportunities for individual portfolios
- Creating an environment where all learners of any age have access to and support for a wider range of learning opportunities

The Pioneer Trust will create an environment where all learners of any age will have access to and support for a wide range of learning opportunities. It will help to raise standards and make a direct contribution to raising achievement, improving the well being and aspirations of students.

The second strand will deliver support and intervention services to schools regionally, nationally and internationally building upon the work already achieved

by Andrew Marvell Business & Enterprise College over the last five years with a number of schools.

Our expectations are that the Trust will significantly improve the flow of information between partner organisations that will result in enhancing the tangible experiences for young people and families in our area. In practice this will include improved sharing of learning strategies, better access to support services for students, the opportunity to assess students performance where best suited to the progress of individuals. The Trust will also enable us to develop a more strategic approach to maintaining and developing the College's campus to support key learning initiatives e.g. adult education, literacy and numeracy, transition from our partner primary schools.

Should the Trust not proceed many of these opportunities would not be as efficiently carried out and there would be no organisational single voice representation for families and people of all ages in our area. We believe the single voice provided by the Trust will advocate a more joined up approach for the provision of services for vulnerable families and children in our area of the City.

The Governing Body will gain new powers and responsibilities. It will become the employer of all staff and existing pay and condition arrangements will be maintained as the school will remain in the maintained sector and will honour national and local pay and condition agreements. The Governing Body will also become responsible for pupil admissions but will work jointly with the Local Authority for the provision of pupil places. Finally, the Governing Body will have day to day control over the school premises. The schools land and buildings will transfer to the Pioneer Trust to be held in Trust for the duration of its relationship with the school.

All staff, both teaching and non-teaching, will retain their current terms and conditions when they transfer to the employment of the Governing Body. The school will set out the terms and conditions for new support staff and these will be in line with all current local agreements and will honour existing pension arrangements. On transfer staff will therefore enjoy the same terms and conditions of employment as in any maintained state school. Reference (Prescribed Alterations to Maintained Schools) (England) Regulations 2007.

Andrew Marvell Business & Enterprise College will continue to teach the national curriculum and will be inspected by OFSTED at appropriate times. Andrew Marvell Business & Enterprise College will retain its Specialist Business & Enterprise status.

The Governing body will continue to have day to day control of the school's land and assets although this will be held by the Pioneer Trust on trust for the school.

The Trust will appoint a minority of governors. However the Foundation Governing body will retain its current structure maintaining existing levels of community representation. Therefore the Governing Body will remain at 20 but accommodate the new Trust Governors. Other representation includes: staff including the Headteacher, Local Authority, parents and community.

Andrew Marvell Business & Enterprise College will work in collaboration with the Local Authority in ensuring strict adherence to the national code of practice for admissions within the local context.

AMBEC will continue to apply the current Local Authority admissions policy.

#### **4. Acquiring a Trust – How the Trust will work**

The Pioneer Trust will be a charitable, not for profit Trust, meeting the legal and other requirements as set out by the Department for Education and Skills (DfES). It will carry out its duties in relation to the schools as set out by the DfES, specifically by appointing a minority of the members of the governing body of the school.

The Principal objective of the Trust will be the advancement of education. In addition the objects are:

- to advance and enhance the development and education of people of all ages and without distinction of race, nationality, gender, secularity, disability or of political, religious or other opinions;
  
- to provide or assist in providing facilities for recreation or other leisure time occupations at all times of the year, including before and after school, weekends and holidays, in the interests of social welfare and in order to improve the conditions of life of the public at large;
  
- to advance the health and welfare of people and their families and to assist in enabling access to education and recreational and leisure facilities;
  
- to advance the education and training of persons in the provision of care, educational and recreational facilities;

And

- to provide assistance to the charitable objectives of schools within the shared Trust which are not state funded.

#### **5. Additional Information**

The Trust will be legally established with the Charities Commission and registered as a company limited by guarantee with Companies House. The Charities Commission will regulate its activities (as with all charities).

The Trust will comply with all the necessary requirements as set out in the Education [Requirement as to Foundations (England) Regulations 2007 / 1287].

Trustees will not be able to derive an income from the Trust, but the Trust may become an employer as it outworks its objectives in providing services and/or commissioning services to the schools within the Trust. Any income generated by

the Trust must only be used to support its charitable aims. The Trust will not seek to alter the individual characteristics of the school.

The Trust will meet a minimum of three times a year (alongside school governance as required). The voting Trustees will be nominated by the Trust member organisations and checked by the governing bodies to ensure that they comply with DfES legislation. This screening process will include a CRB check. The Chair of the Trust will be elected from the Trustees. The Trust may employ officers to work on behalf of the Trust and take day to day control in outworking Trust business.

## 6. Raising Standards

College standards including Behaviour and Academic Performance will be enhanced from the high standards already achieved. The College Vision and Values and its expectations of students will form the basis for the work of the Trust and will be unaffected by the change in College status. It is hoped that the new partnership arrangements will significantly contribute to a further improvement in College performance and a better educational experience for every young person and their family.

We are keenly aware of the need to raise the aspirations and horizons of all members of the College and the Community it serves. Our Partners span the worlds of work, education, Public Services, Community groups and Social Enterprises. They are local organisations that have national and international roots and connections that will benefit us. They will act as gateways to give students access to wider organisations and opportunities.

Trust Status will cement a special relationship between the College and its partners and connect us to this breadth of expertise and opportunity. Our increased autonomy will enable Governors to take the decisions that are right for the College and the Community and will energise them with a new sense of adventure and responsibility. Higher standards and improved outcomes for students will result.

The Trust's members span a range of organisations who contribute to society in different ways: Wealth creation; Health improvement; Employment opportunities; Lifelong learning; Co-operative values; Community cohesion. These organisations will model different ways in which students can contribute to the community and show students different pioneering ways in which they can progress in future. The College contributes to community cohesion through its Specialist subject programmes, and the Partners have particular expertise in developing community networks which will encourage the College's activity in these areas.

Some of the areas that the Trust is committed to exploring are: -

- New innovative ways and approaches to learning
- New Pathways and routes for learning
- New ways of supporting learning, through the Every Child Matters agenda

- New ways of supporting young people and teachers through training, development, mentoring and coaching
- New ways of joining up cross phase curriculums
- Evaluative systems to contribute to educational research
- Developing pathways to local employment opportunities

The Trust will make a contribution to raising standards in many ways, for example:

- Using better information about students' abilities, feelings, skills and health better to meet their needs.
- Improving students', staff and parents' access to community learning.
- Applying best practice and new knowledge about human development to help students learn and the school improve.
- Sharing knowledge of successful innovations both nationally and internationally
- Sharing expertise from wider partnerships in valuable design and implementation solutions.

The Trust will contribute to the advancement of citizenship and community cohesion by supporting and developing further the schools already well established community-focused ethos and supporting students to take part in innovations that are inclusive and accessible, and which encourage them to treat all people as equals.

The Trust will also contribute to community development by supporting the school to develop and improve family and community learning programmes and look into developing programmes that take into account the needs of the community and contribute to the building of positive pioneering co-operative relationships within the community.

The Governing Body feel that if no action is taken, standards will continue to improve, but not at the rate at which they would like.

### Trust Membership

Proposed Trust Members	Contribution to the Trust
<p>Andrew Marvell Business &amp; Enterprise College</p> <p>(Will nominate two voting Trustees to sit on the Trust Board.)</p>	<p>Will contribute:</p> <ul style="list-style-type: none"> <li>• Expertise in educational issues for secondary years</li> <li>• Leadership in cross-phase support for children’s learning to ensure smooth transition between phases.</li> <li>• Expertise in managing innovation and support for partnership working.</li> <li>• Capital funding share (as decided annually by the Foundation Governing Body).</li> <li>• Leadership in Enterprise learning activities.</li> <li>• Facilities for Extended Services.</li> </ul>
<p>Bellfield Primary</p> <p>Griffin Primary</p> <p>Longhill Primary</p> <p>Spring Cottage Primary</p> <p>Thanet Primary</p> <p>Wansbeck Primary</p> <p>(The primary schools will nominate one voting trustee to sit on the Trust Board.)</p>	<p>Will contribute:</p> <ul style="list-style-type: none"> <li>• Expertise in educational issues for early and primary years.</li> <li>• A model of integrated transition and progression common to all schools for preparing children in their move to secondary school.</li> <li>• Early intervention strategies and expertise in Early Years provision.</li> <li>• Expertise in supporting primary schools in challenging circumstances.</li> </ul>

<p>Hull Primary Care Trust</p> <p>(Will nominate one voting trustee to sit on the Trust board).</p>	<p>Will contribute:</p> <ul style="list-style-type: none"> <li>• Professional advice and services to the Trust in relation to school nursing, education welfare and educational psychology.</li> <li>• Expertise to deliver the Every Child Matters agenda through multi agency partnership.</li> <li>• Expertise in providing strategic partnerships to support families and young people.</li> </ul>
<p>Wilberforce College</p> <p>(Will nominate one voting trustee to sit on the Trust board).</p>	<p>Will contribute:</p> <p>Building on the existing strong relationships to demonstrate the value of Further and Higher education to embed a Lifelong Learning and Earning culture. This could allow developmental opportunities for partners to maximise the resources available, especially in the East of the City where land availability is a problem.</p>
<p>Hull University Business School</p> <p>(Will nominate one voting trustee to sit on the Trust board).</p>	<p>Will contribute:</p> <p>The University will have influence over and derive benefits from: building on the existing strong relationships to demonstrate the value of Further and Higher education to embed a Lifelong Learning and Earning culture from the earliest possible age. Linking with SureStart, the Primary partners and the Community through the Trust will open up opportunities for the Business School to achieve their objectives. This could allow developmental opportunities for partners to maximise the resources available, especially in the East of the City where land availability is a problem.</p>

<p>Hull College</p> <p>(Will nominate one voting trustee to sit on the Trust board).</p>	<p>Will contribute:</p> <p>Building on the existing strong relationships to demonstrate the value of Further and Higher education to embed a Lifelong Learning and Earning culture. This could allow developmental opportunities for partners to maximise the resources available, especially in the East of the City where land availability is a problem.</p>
<p>East Hull Community Farm</p> <p>(Will nominate one voting trustee to sit on the Trust board).</p>	<p>Will contribute:</p> <p>The farm highlights environmental issues and contributes to a better understanding of activities, such as organic gardening and recycling. The farm also has a role in education too, promoting good animal husbandry, crop cultivation and land management.</p>
<p>SureStart</p> <p>(Will nominate one voting trustee to sit on the Trust board).</p>	<p>Will contribute:</p> <p>Sure Start Children's Centres can offer the following services: early learning support; day care provision for children; child and family health services, including ante-natal services; support to parents at home; family support services; access to childminder networks; support for children and parents with special needs; support parents/carers who wish to consider training or</p>

	employment; education & learning within the centre
--	--

<p>Co-operative Group (Will nominate two voting trustees to sit on the Trustee Board)</p>	<p>To promote educational opportunities for AMBEC to be involved with the Group and the co-operative movement To facilitate links with the Co-operative Group businesses To help develop their community engagement To communicate activities and opportunities for the teachers and pupils of AMBEC to be involved with in Hull To provide a governor(s) representing the Co-operative Group To act as a partner in the regeneration of East Hull To provide an opportunity to access co-operative enterprise resources To provide an opportunity to engage with the Northern Region Membership Team, the Northern Region Board, the Co-operative Group Board and Co-operative Business at a regional level, national resources of the Group and Social Goals projects To provide access to the Co-operative College, the network of schools and the curriculum materials</p>
<p>Co-operative College (Will nominate one voting trustee to sit on the Trust board).</p>	<p>The Co-operative College will contribute to the Trust through its ongoing support for curriculum development that embeds co-operative values and uses the global co-operative movement as a learning resource. It will assist AMBEC in developing innovative approaches to the 14 - 19 curriculum, and help the College develop links with co-operative schools in Europe and Africa, in addition to those in place with the network of Business and Enterprise Colleges sponsored by the Co-operative Group. The Co-operative College will share its experience in corporate governance, in particular helping develop the membership strategy of the Trust.</p>

<p>East Hull Community</p> <p>(Will nominate two voting trustees to sit on the Trustee Board)</p> <p>[The mechanism for this is through a Forum consisting of members of the Community electing Trustees]</p>	<p>Will Contribute</p> <p>Knowledge of the issues affecting the Community. A voice for the Community members who are not parents of children at the Primary schools or AMBEC</p>
<p>PROBE</p> <p>(Will nominate one voting trustee to sit on the Trust board).</p>	<p>PROBE deliver a range of services to help build safe, thriving neighbourhoods and strong local economies - helping local people into employment, providing training, creating sustainable jobs, encouraging new business start ups and undertaking extensive home security, environmental and youth inclusion activities.</p>
<p>Local Authority</p> <p>(Will nominate one voting trustee to sit on the Trust board).</p>	<p>Will contribute</p> <p>Knowledge and expertise of educational issues in the secondary sector. An overall view of secondary education in the City and assisting AMBEC in contributing to meet that.</p>

## **STAFF MEETING**

All staff, both teaching and non-teaching were invited to a meeting at Andrew Marvell Business & Enterprise College on the 19<sup>th</sup> June 2007 at 3.30 pm to hear a presentation on the subject of Trust status by the then Head, Mr D McCready and the Chair of Governors, Mr B Jacobs.

Approximately 40 staff attended the meeting.

Following the presentation, which attempted to describe the new structure and arrangements for the Governance and management of the College, the session was opened up for questions.

A range of questions were asked focusing mainly on the impact of the changes particularly on their Terms & Conditions (T&C's) and Pensions. Reassurances were given but it was apparent that concerns remained. The Head agreed to gather further information on the T&C's and Pensions and feed them back. Some staff were doubtful about the benefits that trust status would bring and were sceptical of the amount of financial support given by the DfES. Concerns were also expressed regarding the role and influence of the Co-operative Group within the Trust. Some comments were made regarding the current good relationships that existed with the potential partners in the Trust and whether any additional benefit could be derived from adopting Trust status.

NUT and NASUWT representatives expressed their opposition in principle to the proposals.

Offers were made by the Head and the Chair that they would speak to individuals or small groups if they wished to discuss the proposals in more detail and to answer additional questions. As a result a series of meetings were held with staff to address their questions or concerns regarding the proposals.

## **PARENTS MEETING**

All parents and carers were invited to a meeting at Andrew Marvell Business & Enterprise College on the 3<sup>rd</sup> July at 7.00 pm to hear a presentation on the subject of Trust status by the then Head, Mr D McCready and the Chair of Governors, Mr B Jacobs.

In the event only one parent attended who was also a Parent Governor of the College.

In view of this and the knowledge the Parent had it was decided to await further attendees before starting the meeting. As no other parents or carers attended, the meeting was closed at 7.40 pm.

**LIST OF CONSULTEES**

As part of the consultation process, the College consulted with the following:

- Parents of the students currently on role at the College;
- Staff currently employed at the College, both teaching and non-teaching;
- All primary feeder schools currently sending children to Andrew Marvell Business & Enterprise College;
- Local Authority;
- Local members of the British and European Parliaments and serving local Councillors;
- Trade Unions of teaching and non-teaching staff;
- Surrounding secondary schools:
  - Archbishop Thurstan School/Archbishop Sentamu Academy;
  - David Lister High School;
  - Malet Lambert High School;
  - South Holderness High School;
- Learning & Skills Council (Yorkshire & Humber)
- Local GP Surgeries
- Other local primary schools
- Children's Services, to include Early Years;
- Youth Service;
- Hull University Business School;
- Further Education College: Hull College
- Wilberforce Sixth Form College
- Local community groups including Nursery and child care providers, eg SureStart and sports & leisure groups
- Local businesses
- LCC Scrutiny Board
- Adjoining Local Authority Education, East Riding County Council
- Specialist Schools Trust
- East Hull Area Committee

### **Ofsted Summary**

The most recent Government inspection of the College produced the following comments:

Andrew Marvell Business and Enterprise College provides a satisfactory education for its students. The college has many good features and is improving rapidly. The achievement of the students is good and standards are satisfactory. Most students and parents have positive views of the college. Its reputation and popularity in the local community is growing. Several parents wrote glowing endorsements of the support provided for their children.

### **Leadership and Management**

Managers at the college have adopted imaginative ways of encouraging and rewarding good attendance. These strategies have contributed to an improved level of attendance. They are supported by a fruitful collaboration between college staff, the local authority and the Connexions service, which emphasises the link between good attendance, high achievement and future economic security. Students say they feel safe in college and are confident that any incidents are dealt with quickly and sensitively. Students are encouraged to choose healthy and safe lifestyles. Members of the active college council have visited other schools to investigate ways of increasing the efficiency and impact of their work. Many students contribute directly to the community, for example through supporting senior citizens at Christmas and through fundraising for schools in Africa and Asia, with which the college has developed links.

### **Quality of Education**

The college's specialism in business and enterprise has been used effectively to broaden the curriculum, to improve the quality of teaching and learning, and to provide good information and communication technology facilities. The quality of teaching and learning is satisfactory and improving. The proportion of good or better teaching is increasing.

The curriculum offers a broad range of courses and subjects to meet the full range of students' abilities, aptitudes and interests. Early and effective links with the primary schools ensure an outstanding transition programme. Once they join the college, students are served well by a flexible approach that takes into account the individual needs of students. This flexibility ensures that students are able to change their curriculum to match their aspirations for the future. Students are given many opportunities to develop their enterprise skills through a range of enrichment activities, for example on the 'big learning' and 'industry' days. The curriculum takes account also of the needs of the local labour market. The Key Stage 4 curriculum is excellent, offering three 'pathways' to post-16 study or employment through a wide and balanced range of vocational and academic subjects. Provision for work-related learning is good. The college has established very effective links with further education colleges, training providers, the local community and other schools, which enable it to provide a wide range of work placements, as well as vocational and

externally accredited courses. These links provide appropriate opportunities for the different needs of learners and enhance students' awareness of workplace skills and economic well-being.

The college provides a good quality of care and support for its students. Effective partnerships with external agencies ensure that the needs of vulnerable students, including those with learning difficulties and/or disabilities, are met promptly and reviewed regularly. Each student is known to several adults. Students were confident that they could speak to an appropriate and trusted adult if troubled or concerned in any way. Learning mentors and pastoral support assistants provide an effective and discreet safety-net of advice for students who may be experiencing emotional or health-related difficulties. The 'Marvell Mentors' system provides a dedicated body of students trained to listen to and encourage others who find it easier to talk to their peers than to adults. The students who provide this service develop a strong sense of commitment to the college.

Many aspects of guidance are also good. Students' academic progress is tracked closely and reviewed each term, although students are less aware of their targets and of how to reach them in some subjects than in others. Communication with students and parents about choosing option courses at the end of Year 9, and planning for education post-16 and beyond, has improved and helps to ensure that sensible decisions are made. As a result, fewer students become disaffected as they move through the college. Strong relationships with local post-16 providers have persuaded an increasing proportion of students to remain in education or training when they leave the college.

The college is led well. Leaders and managers have focused the college successfully on raising students' attainment and a 'culture for college improvement' has been embraced by both staff and students. The changes made over the past two years have led to very significant improvements in students' academic achievement, behaviour and aspirations.. Very thorough evaluation of the college's performance is carried out by the senior team and, as a result, they know its strengths and weaknesses well and make accurate judgements about the quality of its work. Governors also know their college well. They and the staff have used this knowledge well to develop a flexible curriculum, adapted carefully to match the needs and interests of individual students. This curriculum allied to good care, guidance and support, and supported increasingly by improvements in teaching and learning, is resulting in rapid improvements in the achievement of students. The college has demonstrated good capacity to improve. The day-to-day management of the college is effective and the college runs smoothly. The senior staff have developed extensive links with industry, other local partners and more widely, which they use to good effect to improve students' experiences. The college provides good value for money.

### Recent College Achievements and Activities

- 2006 Results – 67% 5 + A\* - C, at GCSE
- Creative Partnership Link School, Investors in People, Pathfinder Trust School, School Achievement Award, Microsoft Partner School.
- New European funded conference suite, print workshop and IT facility
- Host for East Hull Community Farm

The GCSE exam results for 2007 show:

54% of students gained 5 or more A\*-C grades

34% of students gained 5 or more A\*-C grade including Mathematics and English

37% of students gained 5 or more A\*-C grade including Level 2 Literacy & Numeracy

232 Grades A\* and A were awarded

72% of students gained at least 1 grade C

97% of students achieved at least one GCSE

The year 9 SATs results were;

	<b>2007</b>	<b>2006</b>
English	70%	57%
Mathematics	75%	74%
Science	62%	60%

The Trust proposals allow the College to consolidate partnerships and putting them on a sustainable footing so that the creativity and energy provided by partnership work is used to raise educational standards.

We do collaborate currently but within a Trust we can plan for long term sustainable partnership with the focus on improving the outcomes for our students

Our Trust proposal allows our partners to support us in areas such as:-

- 14-19 strategy and the vocational offer
- The Every Child Matters agenda
- Extended school services
- Post 16 provision
- Raising standards for our students
- Community regeneration and community cohesion
- Curriculum enrichment

Our partners will gain by:-

- Increased HE/FE participation
- Being able to develop their Corporate Social Responsibility
- Collaborating on staff development
- Involvement with raising school standards
- Public relations opportunities
- Co-ordinated relationship with school(s)

The focus of the Trust will be to seek local solutions to local challenges specific to school / local needs. AMBEC selects partners and the partner & collaborative relationship is non-threatening.

AMBEC decides on the membership & operation of the Trust – with the opportunity to work in an entrepreneurial way. AMBEC's governors lead the process and make the decisions.

### **Pioneer Trust Model explanation**

Trustees will be appointed to the Trust through one of two mechanisms.

Either they will be elected from a Forum consisting of members from three constituencies:

1. Parents/Carers
2. Staff
3. Pupils

Or nominees from partner organisations previously identified.

The numbers of Trustees from each constituency will be as shown below:

Forum	2 Trustees
AMBEC	2 Trustees
Six partner Primary schools	1 Trustee
Hull PCT	1 Trustee
Wilberforce College	1 Trustee
Hull University Business School	1 Trustee
Hull College	1 Trustee
East Hull Community Farm	1 Trustee
SureStart	1 Trustee
Co-operative Group	2 Trustees
Co-operative College	1 Trustee
PROBE	1 Trustee
Local Authority	1 Trustee

This is shown diagrammatically together with the relationship with the Governing Body below:

**Pioneer Trust Model diagram**

**Error! Objects cannot be created from editing field codes.**

**Governing Body and Trust responsibilities - a comparison**

<b>Governing Body responsibilities</b>	<b>Trust responsibilities</b>
Overall responsibility for the strategic development and operations of the College (as currently) Examples are given below:  Hiring and paying staff	Achieving their charitable Object of advancing the education of pupils at Andrew Marvell Business & Enterprise College and any other qualifying school  Fulfilling the legal responsibilities of a charitable company such as: <ul style="list-style-type: none"> <li>a) Meeting at least three times a year to discuss the advancement of pupils education</li> <li>b) Reporting as necessary to the Charity Commission</li> <li>c) Approving the appointment of any new Trust members</li> </ul>
Ensuring that National agreements on employment terms are met	Approving the appointment of Trust members to the Governing Body

<p>Organising pension arrangements, human resources, occupational Health and Health &amp; Safety arrangements</p> <p>Liaising with unions, the Local Authority and others as necessary</p> <p>Ensuring the requirements of the National Curriculum are met</p> <p>Liaising with OfSTED, the DCSF and other regulatory bodies regarding College matters</p> <p>Dealing with all other matters that are the legal responsibility of the Governing Body. (The Headteacher's responsibilities will all continue as legally defined)</p>	<p>Holding land and assets on trust for the College</p>
---	---