

Working together for success:

proposals regarding a Federation of the three schools from 1st September 2013.



Where we are now

Dilhorne Endowed C. E. (A) Primary School and St. Werburgh's C. E. (A) Primary School agreed to work in a collaboration (sometimes called a Soft Federation) from September 2011 to August 31st 2012 which was subsequently extended to August 31st 2013). In April 2012 the two schools were joined by the Valley Primary School to complete the existing partnership of three schools which share an Executive Headteacher and work closely together in the very best interests of all our children in all three schools. Our experience of this collaborative arrangement has enabled us to make the following judgements and observations on the advantages and challenges of working in a collaboration with a 'shared' Headteacher during a time of fast educational change and increasing demands on Governing Bodies.

Advantages	Challenges
<p>Shared Learning Opportunities for our children</p> <p>Already our children ...</p> <p>Come together in the Summer term to aid the transition to high school. Take part in the 'Bike-ability' days as one group. Know each other through sporting events run by CADSSA. Share learning resources, for example: pre-readers reading books and the science Electricity Kits. Experience themed days, for example: the Viking Day held at Dilhorne. Visited the theatre together to see the pantomime Share swimming pool time and lessons at the South Moorlands Leisure Centre. Have undertaken the SCFC Road show and penalty shoot-out across the Federation. Use ICT to communicate across the Federation through the Learning Platform and Skype. In Year 6 will attend the outdoor education centre at Shugborough in June.</p> <p>We plan to ...</p> <p>Develop Federation subject days in Art and Maths. Organise more joint educational visits. Arrange even better joint transition events for our Year 6 children heading off to high school. Stage more interschool sport events Celebrate each schools achievement through displaying children's work in each school. Watch each schools end of year productions.</p> <p>When appropriate work together to raise funds for shared learning resources, although each school will retain its PTA.</p>	<p>The need for efficient and effective communication by all stakeholders.</p> <p>The philosophy of single school status by all partners and stakeholders.</p> <p>The strong loyalties of parents and communities to the history, traditions and characteristics of the individual schools.</p> <p>Concerns about the potential loss of individual school identity.</p> <p>A perception that one school might have seniority.</p> <p>Individual schools have different improvement plans, based upon different needs and different priorities.</p> <p>As collaborative work becomes more embedded timetabling will become more complex.</p> <p>The need to best utilise time such as with staff meetings.</p> <p>The need for all staff to embrace a philosophy of self-improvement, openness, and collaboration in their practice.</p>

<p>Shared expertise across the schools:</p> <p>We have ...</p> <p>Begun to develop staff in leadership and management roles in all three schools. All staff take a greater responsibility for establishing and maintaining high standards.</p> <p>Established a 'Collaboration Network' for all stakeholders including support staff, teachers, senior leaders, PTA members, parents and governors.</p> <p>Organised regular meetings for our teachers with an overarching agenda of school improvement.</p> <p>Conducted joint curriculum planning – including some schemes of work, long, medium and weekly planning. This has improved efficiency, shared good practice and improved teaching skills.</p> <p>We plan to ...</p> <p>Share more teaching resource and more ideas of how to use them.</p> <p>Provide more opportunities for teachers to watch each other in action, sharing expertise and modelling good practice.</p> <p>Establish a philosophy and culture of support; become a 'bank' of knowledge.</p> <p>Utilise assessment methods to ensure efficiency in record keeping, pupil tracking and data usage.</p> <p>Standardise assessment procedures, quality assure judgments and undertake moderation of pupil levels to ensure accuracy.</p> <p>Support each other to raise standards in teaching and learning of all pupils.</p> <p>Join Professional Development</p> <p>We have ...</p> <p>Met as one staff to train as teachers, support assistants and administration staff.</p> <p>As a collaboration of schools undertaken the following continued professional development:</p> <p>Group Network meetings</p> <p>Sentence Smashers intervention programme</p> <p>Restrictive Physical intervention programme</p> <p>Talk for Writing intervention programme</p> <p>Level 5 Writing training</p> <p>End of Year Expectations training</p> <p>Effective Report Writing training</p> <p>Inference intervention programme</p> <p>Effective IEP writing training</p> <p>Practical Science Teaching training</p> <p>Years 1 Phonics training</p> <p>French Phonics training</p> <p>Autism Awareness training</p> <p>First Aid training</p> <p>Dyslexia Parents Information Workshop</p> <p>We also send one colleague to LA updates who then disseminates information back to all staff.</p>	<p>All stakeholders needing to be open to a 'change in culture' of the 'single' school and see the three schools as a collaboration working together.</p> <p>Possible timetable and event clashes at key times during the academic year.</p> <p>The absence of a single Head teacher being in each school every day.</p> <p>Executive Headteacher will not be able to see children, meet parents and staff every day.</p> <p>Each school in the collaboration needs the leadership and management capacity to function without the Headteacher being on site every day.</p> <p>Each school needs the commitment of all staff to work for the good of the collaboration.</p> <p>Some logistical issues such as pupils and staff travelling between school sites.</p>
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Financial Savings

We have ...

Undertaken joint negotiation of LA school service level agreements (SLAs).

Negotiated a reduction in some SLAs including one with the Joint Finance Unit.

Managed joint purchasing of services; for example, Cropper's *grounds maintenance*.

Purchased one whole staff insurance policy for – teachers and support staff.

Planned to employ the services of one ICT support technician across the three schools.

Employed a teacher across the collaboration to work part-time in all schools.

Employed specialised teachers/coaches/tutors for MFL teaching, music and P.E.

Purchased resources together; for example, with reading and textbooks.

We are able to undertake internal *benchmarking* – comparing expenditure between schools to ensure good financial management.

We plan to ...

Apply for joint funds or bids.

Undertake joint fund raising.

Share specialised staff when and where appropriate.

Raising Standards

We have ...

Established a Collaboration Leadership Team across the three schools.

Their responsibility is to raise standards in all three schools.

Appointed staff into the key roles of Special Educational Needs

Coordinator (SENCO) and Maths Coordinator across the Collaboration.

Undertaken lesson observations, pupil work analysis and pupil conferences then given constructive feedback to staff.

Shared teaching and learning resources.

Observed each other teach.

Established Network Groups to offer support.

Devised a Collaboration Development Plan.

Led on Collaboration Performance Management.

Undertaken Collaboration Parent workshops.

We plan to ...

Further share good practice.

Utilise existing expertise in all three schools.

Utilise existing resources in all three schools.

Analyse each other's performance data and share strengths and support underperformance.

Celebrate success and high standards.

Efficient School Structures We have ... One SENCO across the Federation. One Maths coordinator. Fewer JFU visits but more Administration support. One web based pupil achievement tracking system for staff to access. Begun to develop Collaboration policies.	
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The current collaboration structure and leadership arrangements:

Personnel	Group	Network Meeting Agenda	When
Three Governors from each school plus CLT members and EXHT	Joint Committee	Standards analysis, agreeing of new end of year targets	Termly
		Staffing structures	February
		Finance and budget	March
		School organisation	February
CB AB MS JS JE	Collaboration Leadership Team	Pupil welfare Raising standards CPD and staffing SDP SEF Safeguarding School Policy Resources, buildings and finance Health and Safety	Half-termly meetings
Office Managers: BM ZF AC	Collaboration Administration Team	ICT Joint purchasing of resources and services Joint Service Level Agreements SFVS Joint CPD – CSBM and DSBM	Termly and January
Teachers	Teachers Network Subject Leaders Network	Sharing of good practice Sharing of learning resources and opportunities Joint/shared planning Moderation and standardisation of standards Tracking of pupil achievement	Termly
Learning Support Assistants	Learning Support Staff Team	Intervention programmes and strategies review Sharing of learning resources	Termly

Model of Executive Headteacher Deployment:

Week A

EXHT based at the Valley – Monday and Friday

EXHT based at St. Werburgh's – Tuesday and Thursday

EXHT based at Dilhorne - Wednesday

Week B

EXHT based at the Valley – Monday

EXHT based at St. Werburgh's – Tuesday and Thursday

EXHT based at Dilhorne – Wednesday and Friday

These arrangements will occasionally change to reflect the urgent priorities in the three schools.

What is a Federation?

The term federation is sometimes used loosely to describe a family of schools but it is actually a formal and legal agreement by which up to five schools share a single governing body which is formally reconstituted but usually involves many of the members of the former governing body of the individual schools. **The governors of the federation have responsibility for and commit to ensuring success in all the schools within the federation.**

Federated schools usually share a single Headteacher called **an Executive Headteacher**.

The most important factor in deciding on a federation must be the benefits for the children of the schools achieved by enhancing educational provision and attainment.

There is a formal consultation process to follow when schools propose federation. The Governors of the schools are required to consult with key stakeholders including parents, staff, the Local Authority, the Lichfield Diocese, Professional Associations and Unions and other interested parties. Once this is complete **each Governing Body has to decide** whether to go ahead with the federation or not.

What will be different from now?

The major difference will be that there will **be one governing body with commitment to and responsibility for each of the three schools**. This governing body will be made up of governors drawn from the existing three school communities. It will have the distinct advantage of more effectively using the skills and experience of our Governors.

They will consolidate the existing benefits of working together and find even more ways of improving provision for the children and constantly strive for higher levels of attainment for all pupils.

They will be committed **to maintaining the individual character and ethos of** each of the three schools whilst sharing best practice for the benefit of the children.

The Diocesan Position:

The Diocese of Lichfield is supportive of arrangements which enable schools to collaborate and this includes federations. As two of the three schools consulting on a federation are church schools, initial advice was sought from the Diocesan Director of Education, Diocese of Lichfield. He has drawn Governors attention to a useful briefing paper entitled *Federation – Notes for Church of England Schools*. This fully outlines the specific issues for church schools within federations and will form part of the consultation process. **(Copies of this document will be available for inspection at Dilhorne Endowed School and St. Werburgh's. It is also available on each schools website).**

The main points made by the Diocese for initial consideration are around:

- The need for a commitment from the whole federated Governing Body to honour and support the Church of England character of the two church schools and as with a Voluntary Aided school to have a majority of foundation governors.
- A commitment that (in the future) when appointing a Headteacher to the Federation that the person should be willing and able to maintain and develop the distinctive Christian character of the church schools within the federation.

Governance in a Federation:

Careful consideration has been given to the way that the Governing Body of the Federation of the three schools would be constituted. Governors feel that this might be the best model:

Category of governor	Number of governors in each category	Name of school (for parent and foundation governors)	Number of governors for each school
Parent Governors	Three	Dilhorne Endowed The Valley St. Werburgh's	One
Executive Headteacher	One		
Staff Governor	One		
LA Governor	One		
Co-opted Governors	Three		
Foundation Governors	Ten	The Valley Dilhorne Endowed St. Werburgh's	Two Four Four

The total Number of Governors would be 19.

Governors can also appoint **Associate Members** to serve on one or more governing body committees and where appropriate attend meetings of the full governing body. They are not governors but bring expertise and experience that can add to that of the Governing Body.

(The above structure was produced following discussions with the existing Governing Bodies and reflects the advice of the Lichfield Diocese and will ultimately be subject to diocesan agreement.)

Foundation Governors can be appointed from the Valley Primary community. These appointments would be made by the Diocese in consultation with local Anglican clergy.

Consultation Process:

The three respective Governing Bodies have met independently to receive and discuss a report prepared for them on the pros and cons of moving from a collaboration to a federation. Each of these Governing Bodies has now formally resolved to begin a consultation in order to determine the views of a wide range of stakeholders. These include parents, staff, other local schools, the Trustees of Dilhorne Endowed School, the Diocese of Lichfield, Staffordshire County Council, Moorlands District Council, the Health Authority and the local Member of Parliament. Clearly, anyone else who has an interest in the schools will be welcome to attend meetings and to submit their views for the consideration of Governors who will make the final decision on whether to federate or not.

The consultation will run from Monday, 29th April 2013 until the end of school on Monday, 17th June 2013.

Planned Consultation Meetings			
Meeting	Dilhorne	St. Werburgh's	Valley
Staff	Wednesday May 8 th , 16:00 at St. Werburgh's		
Parents / Carers and Wider Community	10th May 2013 15:30	8 th May 2013 19:00	9 th May 2013 19:00

The staff of the three schools have indicated that they would like a joint staff meeting which will also be more convenient for their professional associations. The date for this was mutually agreed as Wednesday, 8th May 2013. **Please note that there will be still be separate public meetings on each school site as shown above.**

All three schools need to ensure that notes are kept that summarise the questions asked and points raised at these meetings. These will form an important part of the consultation summary.

Copies of proposals will be distributed to the stakeholders noted above and further copies can be obtained (on request) from the school offices. Copies will also be posted on the school websites. **Addresses and contact details appear below.**

Once the consultation closes, the three governing Bodies will meet together to consider the responses to the published proposals. This meeting will take place on **Wednesday, 19th June 2013** at the Valley School. This will be followed by separate meetings of the three governing bodies who will determine individually whether they wish to proceed to federation or not. **All three governing bodies would have to agree in order for the federation to be established.**

If all three Governing Bodies agree, then **the Federation would be established from 1st September 2013.**

Finding out more and making your views known:

Anyone interested in finding out more should attend the appropriate meeting (as noted above) or they can contact members of the Governing Body or the any member of the Collaboration Leadership Team (Mrs Bevan, Mr Stanlake, Mr Brayford, Mr Spicer or Mr Eccles.

Views and comments should be sent to the respective school offices as noted below:

Dilhorne Endowed C. E. (A) Primary School, Godley Lane, Dilhorne, Stoke on Trent, Staffordshire ST10 2PF.
Tel: 01538 753168
Email: office@dilhorne.staffs.sch.uk (Office Manager)
School website: www.dilhorne.staffs.sch.uk

Valley Primary School, School Drive, Oakamoor, Stoke on Trent, Staffordshire, ST10 3DQ
Tel: 01538 702355
Email: office@valley.staffs.sch.uk (Office Manager)
School website: www.valley.staffs.gov.uk

St Werburgh's C. E. (A) Primary School
Holt Lane, Kingsley, Staffordshire, ST10 2BA
Tel: 01538 754700
Email: office@st-werburghs.staffs.sch.uk
School website: www.st-werburghs.staffs.sch.uk

Signed by:

Mrs K Hulse, Chair of Governors, Dilhorne Endowed C. E. (A) Primary School

Mr Peter Chell, Chair of Governors, Valley Primary School

Mr John Ratcliffe, Chair of Governors, St. Werburgh's C. E. (A) Primary School

29th April 2013