

# **Westbury and Woodlands School**

## **Federation Consultation Document**

**Monday 1<sup>st</sup> February – Tuesday 9<sup>th</sup> March 2010**

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# Westbury School and Woodlands School

## Proposed Federation of the Schools from 1st September 2010

### 1. Proposal

That from **1<sup>st</sup> September 2010**, Westbury School and Woodlands School enter into a hard Federation, in accordance with The School Governance (Federations) (England) Regulations 2007. A hard Federation is a formal and legal agreement by which the two schools will have a single governing body that is formally re-constituted. Both schools, however, will retain their own identity. The Federation will be formally known as The Federation of Westbury and Woodlands Schools (Appendix 1)

### 2. Background to the Hard Federation of Westbury and Woodlands Schools

This development is within the strategic vision of creating Centres of Excellence:

- Building capacity in the continuum of SEN provision for children, young people and their families
- Crossing the boundaries to deliver interdependent, inclusive practice within and between schools and services
- Promoting equality of access and celebration of difference / diversity into adulthood

In February 2009 it was announced; within the context of BSF wave development, that:

*Wave 2: Refurbish Woodlands School for 45 pupils aged 5 to 16, with MLD and SEBD, developing a soft federation with Westbury School.*

*Wave 5: Further development of SEBD provision at Westbury School (anticipated increase of approx 10 places)*

Following initial meeting with Chairs of Governors, Head teachers and LA representatives, both schools agreed to explore the potential of federation. It was for the respective Governing bodies to decide whether they wished to take up the option of federation. Where a Governing body is considering federation they must first consider a report on the feasibility of the proposal. This report must be a specified item on the agenda at a governors meeting, of which notice has been given.

The feasibility reports looked at the potential to federate under the following areas,

- Statutory regulations and governance implications for federation
- Curriculum Opportunities
- Access Opportunities
- Support Opportunities
- Leadership and Management Opportunities
- Staffing and CPD Opportunities
- Excellence and Partnership Opportunities

## Timeline

Date of Meeting	Focus of Meeting	Location of Meeting
April 2009	To plan the next steps in the process	Denewood Centre
Monday 28 <sup>th</sup> September 2009	To discuss each schools feasibility document	The Belfry Hotel: 9 am to 3pm
Monday 12 <sup>th</sup> October 2009	Discuss the summary document produced by the two schools	Westbury School: 1.30pm
Friday 27 <sup>th</sup> November 2009	Report to Local Authority on Governors response to this report	Woodlands School 1.30pm

The benefits of collaborative working so far have included:

- Raising of standards for school improvement
- The sharing of good practice between teachers,
- Collaboration on the Building Schools for the Future programme

The two schools have made a commitment to work increasingly closer together to gain the maximum benefit for the young people of the City of Nottingham, by sharing expertise, resources and facilities.

In 2009, the two governing bodies declared their intention, at an appropriate time, to consider a move to a hard Federation. The governing bodies believe that this is an appropriate opportunity to review the existing governance structures and move toward a single governance structure in the future. This is an important factor as we move into the planning stages of federation to realise our vision for a first class educational provision for the children of the City of Nottingham with Special Educational Needs (appendix 2)

### **3. What Does a Hard Federation Mean For Westbury and Woodlands Schools?**

The Federation that we are consulting on is the logical development of the collaborative arrangements that we already have in place. Federation is an opportunity for both schools to work closely together whilst retaining their own character and ethos.

Key features of a hard Federation are:

- A single governing body is able to make efficient, streamlined decisions in all areas.
- Whilst both schools will continue to receive a budget based on the Nottingham City and national formulae, a joint governing body has greater flexibility in the spending of the budgets to best meet the needs of the schools.

- Shared management positions, strategic organisation and future staff appointments are agreed in a simple, effective manner because there is a single governing body.
- Schools in a Federation retain their own separate identity, each with a unique DCSF number, a separate budget and separate accountability to the Local Authority and OFSTED for the quality of education provided and the standards achieved.

The Key features of the proposed federation between Westbury and Woodlands schools are as follows:

1. One executive Head teacher for the Federation
2. A leadership structure in each school led by a Head of School supported by a leadership team as appropriate to each school.

Current Staffing Structure		Proposed Staffing Structure	
Westbury	Woodlands	Westbury	Woodlands
1 Head teacher	1 Head teacher	1 Executive Head teacher	
1 Deputy	1 Deputy	1 Head of School	1 Head of School
2 Assistant Heads	6 x Teachers 1 x 0.6 Teachers	1 Deputy	1 Deputy
5 x Teachers	3 x TA 3	2 Assistant Heads	1 Middle Manager
1 x TA3	6 x TA 2	5 x Teachers	3 TA 3
5 x TA2	1 x TA 1	1 x TA3	5 x Teachers 1 x 0.6 teachers
2 x Instructors	1 x TA 1 (temp)	5 x TA2	6 x TA 2
1 x Office Manager	1 x Site Manager	2 x Instructors	2 x TA 1
1x Admin staff	1 x Office Manager	1 x Office Manager	1 x Site Manager
1x Driver/Handyman	1.5 x Admin staff	1x Admin staff	1 x Office Manager
1 x Site Managers	3 x Midday Supervisors	1x Driver/Handyman	1.5 x Admin staff
2 x Cleaners		1 x Site Managers	3 x Midday Supervisors
		2 x Cleaners	5 x Cleaners
			1 x Bus Escort

3. A single newly constituted Governing Body taking responsibility for both schools in the Federation
4. Each school to retain their current staff with no change to existing working conditions.
5. New staff appointed to either school after federation to have written into their contracts the expectation that they could be asked to work in either school.
6. Each school to be responsible for recruitment of new staff
7. Each school to retain their own budget, with the flexibility to allocate funds to joint budgets for joint projects of mutual benefit
8. A clear designation for both schools and admissions protocols that reflect this.
9. Both schools to remain all age provision
10. Each school to retain an ethos and a way of working that supports their cohorts but allows for joint, supportive collaborations in the future.

#### **4. The Federation process**

As previously indicated, schools wishing to Federate must ensure that The School Governance (Federations) (England) Regulations 2007 are followed and must include formal consultation with parents, staff, local authority and other stakeholders. This report forms the basis of the consultation process and all views will be taken into account by the governing bodies of both schools. The decision to form a hard Federation must be a common one taken by both of the individual school governing bodies. (Appendix 3 and 4)

The process by which Westbury and Woodlands School are considering federation is outlined below:

- DCSF regulations set out the process for establishing governance federations which is initiated by governing bodies and involves a six week consultation process with staff, parents and the local authority.
- Each governing body must meet to discuss federation (normally at a scheduled governors meeting) before deciding to proceed with joint meetings. This must be an agenda item.
- The Chairs of Governors should call a joint meeting to discuss the proposed federation and receive a briefing from the Local Authority.
- Participating governing bodies formally agree at a governing body meeting to preliminary consent to their school consulting on federation. This should not be at the joint meeting.

- A joint proposal/consultation document is produced and must be ratified by the governing body of each member school. It is then published with six weeks stakeholder consultation.
- At the end of the six weeks, each individual governing body should then meet to decide finally to proceed with federation.

The Department for Children, Schools and Families has published further information on federation on its website. It includes a number of national case studies which you may find useful to read. (See [www.standards.dfes.gov.uk/federations/](http://www.standards.dfes.gov.uk/federations/)).

The consultation process is the opportunity for all those associated with our two schools to make their views known regarding the proposal to Federate. The consultation period will commence with the publication of the document on 1<sup>st</sup> February 2010. The consultation period will last for 6 weeks, ending Tuesday 9<sup>th</sup> March 2010, and include a series of consultation meetings to be held in both schools.

Meeting	Westbury School	Woodlands School
<b>All staff in school All Unions All parents</b>	To receive a copy of the Federation consultation document on Monday 1 <sup>st</sup> February. Interested parties to receive documents today Copies to Unions will be posted that day Unions previously informed of proposals by LA	
<b>Parents / Interested parties</b>	Wednesday 10 <sup>th</sup> February 2010 at 3.15pm	Wednesday 10 <sup>th</sup> February 2010 at 3.15pm
<b>Staff</b>	Wednesday 10 <sup>th</sup> February 2010 at 3.15pm	Wednesday 10 <sup>th</sup> February 2010 at 3.15pm
<b>Unions</b>	To be confirmed by individual unions	

The Governing Bodies of both schools will open consultation to other interested parties, these will include, local authority officers, out of city special needs officers, education welfare teams, social workers and any other individuals connected with our school and involved in the education and support of our young people.

Your views on the proposal to Federate are important and we look forward to seeing you at the meetings. Written responses on the forms provided are also welcomed and should be sent to the respective Chair of Governors at the school before 9<sup>th</sup> March 2010. A response document is provided at the back of this document with a return envelope for your use.

If you wish to discuss this matter with someone privately, you can contact the Head Teachers at both schools or the Chairs of Governors using the details below

Contact details are as follows:

Sue Thornton  
Chair of Governors  
Woodlands School,  
Beechdale Rd,  
Aspley  
Nottingham  
NG8 3EZ

Phil Spencer  
Chair of Governors,  
Westbury School,  
Chingford Rd,  
Bilborough,  
Nottingham  
NG8 3N2

## **5. Benefits of a Hard Federation between Westbury and Woodlands School**

Having due regard to the conditions for a successful Federation, it is anticipated that a hard Federation between Westbury and Woodlands schools will build on the successes already achieved and produce the following benefits: (Appendix 5)

- Develop the strong focus on raising standards, improving the quality of learning and securing a shared ethos across the two schools.
- Enhance governor support and development.
- Create opportunities to maintain and extend a broad curriculum, personalising it by increasing the opportunity to fulfil each individual child's needs and expanding curriculum entitlement.
- Identify, share and develop and create knowledge, skill and expertise across the whole curriculum to improve the professional practices of teachers and a wide variety of staff that support learning.
- Create an enhanced culture of networked-learning in and between schools based on an atmosphere of collegiality, effective professional relationship and trust.
- Distribute and develop leadership by providing extensive opportunities across a wide range of contexts within and between the schools linked to a clear succession plan.
- Enable the schools to create systems and allocate time that better address the strategic needs of the schools.
- Share and extend the range of accommodation, facilities, equipment and resources available to the two schools and thus impact positively on the quality of educational provision and the development of professional practice.
- Provide wider career opportunities for staff through a variety of experiences within a range of different settings linked to the settings of the individual schools.

- Avoid duplication of effort or resource, while at the same time improving the quality and range of support to the two schools.
- Achieve economies of scale and enhanced purchasing power. For example, single maintenance contracts for buildings, grounds, ICT equipment, etc.
- Achieve better outcomes for staff in terms of professional development opportunities. The Federation should increase the capacity for high quality coaching and mentoring between the schools.
- Build capacity and coherence across the Federation and the Local Authority.

### Benefits to Pupils at Westbury and Woodlands School

There are many potential benefits to schools from federation. Clearly, the most important benefits are those which may be derived by the pupils on roll.

The proposed federation would facilitate inclusion and diversity for our pupils more effectively than remaining as individual schools. Pupils would benefit from accessing a greater range of resources, broadening their curriculum opportunities. This would, in turn, raise achievement.

### Benefits to Parents and Local Communities

Federated schools can lead to a streamlined transition for pupils. In particular, a cross-phase federation can enable a smooth and effective passage for pupils on their education career path and possibly reduce anxiety for children and parents/carers.

Federated schools are likely to find it easier to engage more fully in collaborative partnerships with business, industry and higher education.

### Benefits to Schools

Federation can help to stabilise a school population and accommodation sufficiency issues may also be addressed.

Federated schools may benefit from streamlined working practices and the appointment of joint staff (such as SENCO, ICT Co-ordinator or Subject Leader), all of which leads to shared accountability and consistent/coherent performance management objectives.

Schools may be able to establish improved strategies for meeting pupils' special educational needs, ranging from behaviour difficulties to providing challenge for gifted pupils.

Schools may also establish enhanced purchasing power, gaining economies of scale from single rather than multiple maintenance contracts for buildings and grounds, ICT equipment, school catering and cleaning etc.

Where the federation process leads to a reduction of net costs, the federated governing bodies are able to retain and reallocate any savings (subject to the usual audit procedures).

## Benefits to Teaching Staff at Westbury and Woodlands School

Federation can ease the feeling of isolation among teachers who are working in a small school setting. Teachers can provide support for one another in terms of collaborative planning, induction and training. A larger team of teachers can provide a greater pool of expertise and can create additional opportunities for promotion.

The workload for some head teachers at small schools can be excessive. Federation is likely to cause less duplication of certain duties, allowing head teachers to concentrate more of their time on leading and management as well as monitoring and improving standards. (Appendix 6)

## 6. Admission to the Schools of the Westbury Woodlands Federation

Pupil admissions to either of the schools will continue to be determined by City of Nottingham Local Authority, as the admissions authority, and there will be no change to the process. Both schools will however agree to a joint admissions protocol that will enable them to place pupils appropriately in order to best maximise their support and achievement.

## 7. Composition of the Governing Body

It is intended that the single governing body of the Federated schools of Westbury and Woodlands Schools will have equal representation from the two school communities.

Number of Governors	Staff	Parents	Community	Local Authority
20	6	6	4	4

Appendix 1

**What is a Federation?**

A federation, rather than collaboration, is a more formalised agreement to work together. In this context, the term 'federation' is a governing body-led initiative intended for all phases of education. It evolved through the Raising Standards agenda and in a nutshell, can be described as “schools working together for the benefit of all pupils and their communities”.

**Collaboration:** this is an informal and non-committal arrangement with no fixed agreement;

**Soft Federation:** this is where schools have made a formalised commitment to work together, e.g., by creating joint committees on aspects of teaching and learning;

**Soft Governance Federation:** this is where schools have more formal agreements such as service level agreements, joint committees with delegated powers and joint appointments;

**Hard Governance Federation:** this is where a number of schools have decided to operate under the guidance of a single governing body which allows for efficient, stream-lined decision-making. Both hard and soft governance federations are enacted by legislation whereas a soft federation is a non-statutory arrangement.

Federations can be between two or more schools. They can have a single head teacher leading all of the federation schools or a head teacher for each school reporting to the federated governing body. As vacancies arise or retirements are taken, the governing body will review the leadership structures. Federation works on the basis that all schools have their own particular strengths and advantages, whether it is facilities, staff or resources. Sharing these assets can make every school even better for its pupils and there are a growing number of federations running successfully throughout the UK.

Collaborative	Soft Federation	Soft Governance Federation	Hard Governance Federation
Non-statutory  • Informal • No joint governance • Loose arrangements • No joint budgetary decisions	Non-statutory  • Degree of joint governance • Joint committees without delegated powers • Agreement on common goals through protocol • Common management positions and appointments possible	Statutory  • Increasingly formal • Fixed joint governance • Overarching strategic committees with delegated powers • Agreement on common goals through service level agreements • Joint appointments possible	Statutory  • Single governing body • Integrated service provision • Integrated leadership and management • Joint budgetary decisions

## *Appendix 2*

### **Conditions of a Successful Federation**

In 2005, the (then) DfES published the most important characteristics of a successful Federation, based on the experiences of practitioners:

1. A sense of **shared identity** between schools - for example, through geographical proximity, or a sense of being an inclusive community or ethos.
2. A sense of **common purpose** - the groups of schools involved in collaboration should have a shared sense of what needs to be done and how it is to be done, and a joint vision for improving the attainment, achievement and progression of young people.
3. **Leadership** - a collaborative partnership needs a strong cohesive leadership, and federations should be interested in developing and sustaining leadership across all levels of the schools.
4. A strong **management** infrastructure - federations must demonstrate that they have the capacity to deliver.
5. **Trusting relationship** - having trust between schools is fundamental to effective collaboration and should be built into every level of management. Schools need to share a sense of openness and a willingness to operate in a joined-up and united way.
6. A **system of review** - federations will need to be monitored and evaluated to show that they are being effective.
7. **Commitment** - schools must be prepared to commit both time and resources to ensure that the federation is effective and sustainable. They will also need a commitment to raising standards and achievement in all of the schools in the federation and to continually improving progression for young people.
8. **Communication** - excellent communication mechanisms are required when introducing change, particularly where more than one school is involved.
9. **Sustainability** - there must be a clear sustainability strategy in place to enable a collaboration to cope. For example, if the leadership on one of the schools changes; if additional schools wish to join in; if existing schools wish to leave. If committing contracts or expenditure for any length of time, financial sustainability is vital.

### *Appendix 3*

#### **What Doesn't Change Under Federation?**

Federated schools continue to operate as individual schools. They retain their existing character and category.

Admission to each school continues to be determined by the appropriate admission authority, i.e., the local authority for community and voluntary-controlled schools and the federated governing body for foundation and voluntary-aided schools.

Published admission numbers and catchment boundaries will not be affected. Schools will continue to be inspected as single establishments and publish individual test results. OFSTED of federated schools can be carried out simultaneously at all schools within a federation to avoid the need for the more frequent disruption and stress that would be occasioned by separate inspections.

Schools retain their individual budgets and there is flexibility to use budget allocations across all of the schools within a federation. A clear audit line must be maintained, especially when a federation involves different categories of school, e.g., VA schools which receive their capital funding through a different route to VC or a Community school.

## *Appendix 4*

### **What Other Things Must Schools Consider?**

It is vital that all members of staff are kept informed of developments throughout the transition. Appropriate time needs to be allocated in order for staff to familiarise themselves with the arrangements, particularly if they elect to work at alternative sites. Existing staff are not obliged to travel to other school sites within the federation if they do not wish to do so, though new employees would have such a requirement written into their contract.

Schools need to carefully consider all travelling issues, not just staff travelling expenses between sites, but safe and secure transport for pupils which would necessitate additional insurance cover. Where one head teacher leads all of the schools in a federation, he/she should be as accessible as in a non-federated school. However, governors may wish to appoint a 'base manager' or a teacher in charge on each site to deal with issues that arise that require immediate attention. This has already proved a valuable means of training middle management and offering opportunities for career development.

## *Appendix 5*

Both schools have discussed the benefits of Federation in regards to the following in their feasibility document,

### **Explore statutory regulations and governance implications for federation**

- One single governing body could realise efficiencies in governance across the federation
- Federation can make joint staff appointments
- Strengthen governance, particularly in monitoring the schools performance systematically so that governors can hold it to account.
- A Federation is well placed to effectively manage the complex issues that emerge as particular SEN groups' increase in number.
- A single governing body would be successful in supporting the Federation development.

The existing organisations should seek to federate and examine strategic structures that will ensure mutual benefits for pupils and staff within the organisation

### **Curriculum Opportunities**

- Potential for good quality CPD
- Avoid duplication of effort, simplify management and increase flexibility, and
- Offer teachers greater career opportunities and more time to devote to their core tasks
- Raising educational standards through a culture of high expectations, a rigorous focus on teaching and learning and an enriched curriculum
- A sustained focus on improving pupil behaviour to create the best climate for learning and personal development
- An enhanced reputation for both schools as a model of excellence for teaching and learning
- Opportunities for the extension of specialist teaching through staff recruitment and sharing complementary specialisms

The two schools have the potential to put in place a vibrant and exciting curriculum programme that will challenge staff professionally and support the ongoing development of personalised learning experiences designed to prepare our children for life in an increasingly challenging world as adults. The Federation can provide outstanding opportunities for all of its pupils and provide resources and technologies to promote the highest possible standards of teaching and learning

### **Access opportunities**

- Greater access to a wider range of resources
- Benefit of greater staff expertise
- Potential access to extended school services such as breakfast clubs, after school and holiday activities

- A larger school requires careful management to guard against the development of a less personal atmosphere.

The Federation can maximise opportunities for all of its pupils by utilising the wealth of human and material resource available within it to provide an outstanding service delivery.

### **Support Opportunities**

- Enhanced professional development for all staff.
- Improved leadership of all curriculum areas and a stronger leadership team
- Opportunities to share professional expertise and wider training opportunities
- Need to develop and share work place policies and partnership ethos.

The wealth of talent that exists within our potential federation has the capacity to ensure that our professional team is developed to its fullest potential and that our pupil population receives every possible measure of support in order that they can realise their individual and collective ambitions in life.

### **Leadership and Management Opportunities**

- Improve the quality of leadership at all levels through monitoring and self evaluation that provides clarity in respect of teaching, learning, standards and achievements;
- Improved staff retention because of an extended range of professional development and leadership opportunities
- Improved leadership of all curriculum areas and a stronger leadership team
- Advantages of a larger school team whilst retaining the individual school atmospheres
- A Federation ethos developed that supports the common drive to achieve the highest possible standards in all of our work

This Federation has the potential to develop outstanding practice in leadership, management and governance using the skills of those already working within the organisations

### **Staffing CPD opportunities**

- Staff could form more productive curriculum / pastorally orientated working parties
- Improved support and professional development opportunities for class teachers to enable them to develop their professional practice
- Avoid duplication of effort, simplify management and increase flexibility
- It would offer teachers greater career opportunities and more time to devote to their core tasks
- Leadership of both schools have to decide on priorities for their school training first. Then consider any emerging joint issues within the federation
- Potential cost saving opportunities for both schools
- Develop robust mechanisms for performance management.

A collaborative approach to CPD would improve support and professional development opportunities for class teachers to enable them to develop their professional practice. It is our recommendation that both schools support collaborative CPD.

## **Excellence / Partnership Opportunities**

- Integration of initiatives into a single plan so there is coherence
- Enrichment experiences for pupils; improving the achievement of specific pupil groups
- Personalisation increasingly demands collaborative working so that students can access high quality and broad learning pathways that meet their talents and interests, and respond to the needs of the economy
- We can work together to ensure the well-being of children and young people, raise attainment, and improve standards of behaviour
- Allow both schools to achieve the government expectations that all secondary schools to be working together in behaviour collaborations (target 2007)

We believe in open and constructive partnership working with and between schools, key agencies and parents/carers to ensure we deliver a first class education service that meets the needs of each learner. We need to be an outward looking federation so that we ensure that our developing organisation reflects the emerging broader developments within education thus ensuring that there is no disadvantage to our learners or their families.

## **Summary and Recommendations**

It is the belief of Westbury and Woodlands Schools that they would support a federation between the two schools. It is our belief that this is an outstanding opportunity for both schools and presents us with an opportunity to develop excellence that has the potential to provide the best in every respect for its pupils and their families.

Both schools believe that the following opportunities exist for both schools,

- CPD opportunities developed
- Access for all pupils to wider support and learning opportunities
- Sharing of support and expertise
- Ability to work together on local and national initiatives
- Joint funding of projects
- Curriculum development opportunities enhanced and extended promoting engagement and achievement
- Pupil transfer between schools made easier and more efficient
- Achievement analysis made more accurate due to a larger cohort
- We would create a resource and continuity for the changing needs of SEBD, MLD, ASD pupils.
- Coherence, collaboration and support networks for teaching and support staff in each of the schools and settings.
- Develop a range of staff, teaching and non teaching, school and non-school based, whose role is to support vulnerable and challenging pupils within the city.
- Support and collaboration for the leaders of its schools and settings.
- Challenging and provocative professional development which moves practice forward yet still focuses on the core purpose of teaching and learning.

- Provide a wider range of accredited academic and vocational courses, such as construction, at different levels to support the abilities of all learners.
- Productive partnerships with all areas of Children's Services so that we work in an integrated way to secure positive outcomes for young people in the Every Child Matters areas:

Being safe

Being healthy

Enjoying and achieving

Making a positive contribution

Economic well-being

Collaboration is at the heart of educational policy. Schools are dealing with new and different accountabilities as they work on every child matters (ECM), extended schools agenda and multi-agency partnerships, and this requires a new form of leadership, it means developing leadership capacity across a changing dynamic system, not just leading within one school but beyond the single school on behalf of the wider system.

Both schools should seek to promote the Federation as an exciting new way to help raise standards. It would be hoped that parents accept the proposed federation as meaningful in their lives and that of their children. Both schools need to develop a vision for the federation in conjunction with the main stakeholders.

We would seek to set the Federation in the context of the two schools and our communities. We have to identify the distinctive aims and special features identifying key people, progress and future ambitions for the federation. We need to put the federation into context and clearly identify the contributions of each school.

## *Appendix 6*

### **Leadership and Staffing of the Federation**

#### **Head teacher**

Every school must have a substantive Head teacher, although schools in a Federation may consider a range of options, including the appointment of a single Head teacher with responsibility for the leadership, internal organisation, management and control of the two schools. The Head teacher remains accountable to the governing body of the Federation. This federation would seek to appoint an executive head teacher over both schools. An Executive Head teacher would be responsible for the strategic leadership and management of both schools agreed by the governing bodies.

#### **Other Staff**

Staff will remain contracted to the school to which they were originally appointed to prior to the Federation, undertaking duties in that school. But one of the benefits of the schools federating is that it may be possible, on occasions, to deploy staff across the schools to help support identified needs. However, once the schools are formally Federated then the governing body will have the option of appointing any new staff to work in one or both of the schools. All appointments will remain subject to The School Staffing (England) Regulations 2003.

## Appendix 7

### Glossary of terms

Page Number	Term	Meaning
3	SEN	Special educational needs
3	BSF	Building schools for the future
3	MLD	Moderate learning difficulties
3	SEBD	Social, emotional behavioural needs
5	DCSF	Department for children, schools and families
5	OFSTED	Office for standards in education
8	ICT	Information, communication technology
8	SENCO	Special educational needs co-ordinator

## **Westbury and Woodlands Federation Consultation Parents Information Sheet**

### **What is this proposal?**

That from **1<sup>st</sup> September 2010**, Westbury School and Woodlands School enter into a hard Federation, in accordance with The School Governance (Federations) (England) Regulations 2007. A hard Federation is a formal and legal agreement by which the two schools will have a single governing body that is formally re-constituted. Both schools, however, will retain their own identity. The Federation will be formally known as The Federation of Westbury and Woodlands Schools

### **What does federation mean?**

A federation is not a take over by one school of another. It is a legal agreement to work together to raise standards and ensure more effective support of pupils. Both schools will keep their names, ethos, category and character. They will both be individual schools.

### **Why are the two schools looking to federate?**

Federating the two schools does not mean there are going to be one school instead of two. It just means that together both schools can work harder at giving each young person the very best education they can. They will share resources and experience in order to be able to respond to a variety of needs.

- Building capacity in the continuum of SEN provision for children, young people and their families
- Crossing the boundaries to deliver interdependent, inclusive practice within and between schools and services
- Promoting equality of access and celebration of difference / diversity into adulthood

### **What will be different if both schools federate?**

The Key features of the proposed federation between Westbury and Woodlands schools are as follows:

11. One executive Head teacher for the Federation
12. A leadership structure in each school led by a Head of School supported by a leadership team as appropriate to each school.
13. A single newly constituted Governing Body taking responsibility for both schools in the Federation
14. Each school to retain their current staff with no change to existing working conditions.

15. New staff appointed to either school after federation to have written into their contracts the expectation that they could be asked to work in either school.
16. Each school to be responsible for recruitment of new staff
17. Each school to retain their own budget, with the flexibility to allocate funds to joint budgets for joint projects of mutual benefit
18. A clear designation for both schools and admissions protocols that reflect this.
19. Both schools to remain all age provision

Each school to retain an ethos and a way of working that supports their cohorts but allows for joint, supportive collaborations in the future

### **How will Federation make Westbury and Woodlands Schools improve?**

Having due regard to the conditions for a successful Federation, it is anticipated that a hard Federation between Westbury and Woodlands schools will build on the successes already achieved and produce the following benefits:

- Develop the strong focus on raising standards, improving the quality of learning and securing a shared ethos across the two schools.
- Enhance governor support and development.
- Create opportunities to maintain and extend a broad curriculum, personalising it by increasing the opportunity to fulfil each individual child's needs and expanding curriculum entitlement.
- Identify, share and develop and create knowledge, skill and expertise across the whole curriculum to improve the professional practices of teachers and a wide variety of staff that support learning.
- Create an enhanced culture of networked-learning in and between schools based on an atmosphere of collegiality, effective professional relationship and trust.
- Distribute and develop leadership by providing extensive opportunities across a wide range of contexts within and between the schools linked to a clear succession plan.
- Enable the schools to create systems and allocate time that better address the strategic needs of the schools.
- Share and extend the range of accommodation, facilities, equipment and resources available to the two schools and thus impact positively on the quality of educational provision and the development of professional practice.
- Provide wider career opportunities for staff through a variety of experiences within a range of different settings linked to the settings of the individual schools.
- Avoid duplication of effort or resource, while at the same time improving the quality and range of support to the two schools.
- Achieve economies of scale and enhanced purchasing power. For example, single maintenance contracts for buildings, grounds, ICT equipment, etc.

- Achieve better outcomes for staff in terms of professional development opportunities. The Federation should increase the capacity for high quality coaching and mentoring between the schools.
- Build capacity and coherence across the Federation and the Local Authority.

### **How will it benefit Pupils at Westbury and Woodlands School?**

There are many potential benefits to schools from federation. Clearly, the most important benefits are those which may be derived by the pupils on roll.

The proposed federation would facilitate inclusion and diversity for our pupils more effectively than remaining as individual schools. Pupils would benefit from accessing a greater range of resources, broadening their curriculum opportunities. This would, in turn, raise achievement.

### **How will Federation Benefit Parents and Local Communities?**

Federated schools can lead to a streamlined transition for pupils. In particular, a cross-phase federation can enable a smooth and effective passage for pupils on their education career path and possibly reduce anxiety for children and parents/carers.

Federated schools are likely to find it easier to engage more fully in collaborative partnerships with business, industry and higher education.

### **How will Federation Benefit Teaching Staff at Westbury and Woodlands School?**

Federation can ease the feeling of isolation among teachers who are working in a small school setting. Teachers can provide support for one another in terms of collaborative planning, induction and training. A larger team of teachers can provide a greater pool of expertise and can create additional opportunities for promotion.

The workload for some head teachers at small schools can be excessive. Federation is likely to cause less duplication of certain duties, allowing head teachers to concentrate more of their time on leading and management as well as monitoring and improving standards. (Appendix 6)

### **Will Federation change how children get accepted into Westbury or Woodlands School?**

Pupil admissions to either of the schools will continue to be determined by City of Nottingham Local Authority, as the admissions authority, and there will be no change to the process. Both schools will however agree to a joint admissions protocol that will enable them to place pupils appropriately in order to best maximise their support and achievement.

### **How can I make the two schools aware of how I feel?**

There will be a meeting at both schools where you can have your say about the federation and ask questions. There is a response form you can fill in and return to school or you can leave comments at the dedicated website [www.westburyschool.co.uk/federation](http://www.westburyschool.co.uk/federation).

