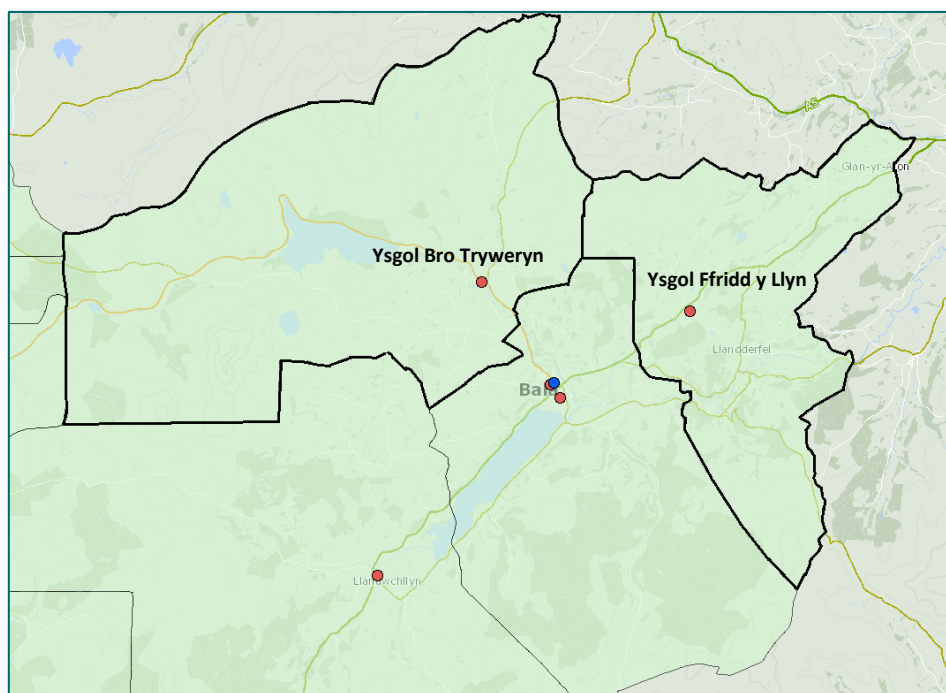




# STATUTORY CONSULTATION DOCUMENT



Consultation on the proposal to federate  
Ysgol Bro Tryweryn and Ysgol Ffridd y Llyn



8 June – 6 July 2017



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## **APPENDIX A: Federation – general information**

# 1. The Proposal

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This document outlines the proposal made by Gwynedd Council Education Authority to establish a federation between **Ysgol Bro Tryweryn** and **Ysgol Ffridd y Llyn** from **30 October 2017**, in accordance with the Federation of Maintained Schools (Wales) Regulations (2014).

The term 'federation' describes a formal and legal agreement whereby more than one school (between two and six) share governance arrangements and have a single governing body. In this instance, a single governing body with a new composition (The Federation Governing Body) would replace the 2 existing individual governing bodies. Both schools will retain their own identities, and no changes will occur to the names of both schools.

The federation will be entitled '**Ffederasiwn Cysgod y Foel**'

If the proposal is approved, the federation will commence on **30 October 2017**

# 2. Background

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At a meeting held in February 2015, Gwynedd Council Cabinet supported the recommendation to hold a statutory consultation on the proposal to establish a federation between OM Edwards, Ffridd y Llyn and Bro Tryweryn schools.

In May 2016, correspondence was received from the Chair of governors at Ysgol Ffridd y Llyn expressing an interest in entering a federation agreement between Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn, by September 2017 or January 2018. The decision of the governors of both schools was independent of the Local Education Authority's wider plans for the Y Berwyn catchment area, namely the proposal to establish a 3-19 Learning Campus in the town of Bala, as well as a joint-committee between the campus and the proposed federal school (in order to ensure that all pupils within the catchment area benefit from the investment in the Campus).

On 27 May 2016, correspondence was received from the Headteacher of Ysgol OM Edwards on behalf of the school's governing body expressing its support for the proposal by Ffridd y Llyn and Bro Tryweryn schools to enter a federation, although also noting that the school did not wish to join the proposed federation.

Consequently, a Federation Panel was established, which included a delegation of the governing bodies of Ysgol Bro Tryweryn and Ysgol Ffridd y Llyn. The Panel held its initial meeting on 7 September 2016. Gwynedd Council officers were invited to attend the meeting to discuss the possible options and the way forward. Correspondence was then received from the chairpersons of Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn confirming their intention to federate both schools by January 2018.

A follow-up meeting was held in March this year where the decision to hold a formal consultation on the federation option was supported by both governing bodies. Gwynedd Council asked governing body representatives to consider the option whereby the Local Authority would lead on the federation process. As the statutory requirements of an Authority led process would represent less work for the governing bodies and allow the federation to be established sooner, both governing bodies agreed to accept the Local Authority's proposal.

This consultation is held by Gwynedd Council, in accordance with the Federation of Maintained Schools (Wales) Regulations (2014), to identify the opinions of the members of the governing bodies and school councils at Ysgol Bro Tryweryn and Ysgol Ffridd y Llyn on the proposal to federate both schools.

### 3. The Consultation

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**The consultation on federating Ysgol Bro Tryweryn and Ysgol Ffridd y Llyn will run for a period of 20 school days, between 8 June – 6 July 2017.**

This document is published as part of the consultation process, which is one of the proposer's responsibilities, in accordance with the statutory requirements of the Federation Regulations. This document outlines the implications of the federation of Ysgol Bro Tryweryn and Ysgol Ffridd y Llyn, and explains how the members of the governing bodies and school councils can submit their comments on the proposal.

The information that is contained in the document is likely to provide an answer to the most common questions related to the proposal. In addition, **Annexe A** at the back of this document contains questions and answers prepared by the Welsh Government regarding the federation of any school in Wales.

If you have any further enquiries, please contact the Education Modernisation Office. See our contact details below:

**E-mail:** [schools.organisation@gwynedd.gov.uk](mailto:schools.organisation@gwynedd.gov.uk)

**Post:** Education Modernisation Office  
Gwynedd Council  
Shirehall Street  
Caernarfon  
Gwynedd  
LL55 1SH

#### Who will participate in the consultation?

As Ysgol Bro Tryweryn and Ysgol Ffridd y Llyn are defined as being small schools, the consultation process requirements have fewer demands than the usual process. In accordance with Federation Regulations, the Local Authority is required to consult with members of the governing bodies and the relevant school councils.

To comply with Federation Regulation requirements, this document will be distributed to the governing bodies of Ysgol Bro Tryweryn and Ysgol Ffridd y Llyn, as well as the school councils of both schools (a simpler version of this document will be prepared for school councils).

This document has also been published on the Gwynedd Council website, where all members of the public can view it by following the link below: [www.gwynedd.gov.uk/schoolorganisation](http://www.gwynedd.gov.uk/schoolorganisation)

Hard copies of the consultation document are also available at Ysgol Bro Tryweryn and Ysgol Ffridd y Llyn as well as in the reception area of Bro Tegid library, in the town of Y Bala.

#### Consultation with Children and Young People

An officer from Gwynedd Council will hold a session with the school councils of Bro Tryweryn and Ffridd y Llyn schools to obtain the views of pupils. The other pupils will also be encouraged to express their opinions by the headteachers of both schools.

## 4. The schools involved

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### Ysgol Bro Tryweryn

Ysgol Bro Tryweryn is a community, Welsh medium school and currently provides education for 58<sup>1</sup> pupils between the ages of 3-11. The school is situated in the village of Frongoch, about 2.6 miles from Bala. The school serves the villages of Frongoch, Rhyduchaf, Tal y Bont and the rural communities of Cwmtirmynach, Maesywaen, Arennig, Y Parc and Llangwm. The school has been led by an acting headteacher since April 2016.



The school has been placed in Welsh Government Support 'Green' category for 2016. The Welsh Government defines 'Green' category schools as the best schools and those requiring least support.

These schools:

- are well-informed about themselves and decide on their priorities for improvement and implement them;
- team and staff show resilience;
- are awarded with a greater degree of autonomy;
- are challenged to make progress or maintain excellence; and
- possess the capability to effectively lead others (school to school support).

Following the last Estyn inspection held in 2014, the inspectors noted:

The school's current performance is **good** because:

- standards of literacy and numeracy are good throughout the school;
- nearly all pupils make good progress in their learning;
- the high priority placed on listening to the pupil's voice is an excellent feature;
- the school's attendance rates are consistently high;
- a wide range of teaching methods ensures pupils' involvement in their learning;
- assessment for learning strategies are embedded firmly throughout the school;
- there are stimulating learning experiences that engage the interest and curiosity of pupils from the full age and ability range; and
- the school provides an inclusive environment that ensures equal opportunities for all pupils.

The school's prospects for improvement are **excellent** because:

- the headteacher's innovative leadership sets a clear strategic direction for the school's development;
- staff members fulfil their responsibilities particularly effectively;
- the headteacher has promoted co-operation and sharing good progress with a considerable number of other schools;
- the governing body's ability to challenge the school's performance data, along with the school council's significant contribution to the self-evaluation arrangements, is an excellent partnership with parents, the community and other schools; and
- the school provides good value for money.

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<sup>1</sup> Source: PLASC January 2017

Further information can be obtained about Ysgol Bro Tyrweyrn through visiting their website <http://ysgolbrotryweryn.co.uk/>

## Ysgol Ffridd y Llyn



Ysgol Ffridd y Llyn is a community, Welsh medium school for pupils between the ages of 3-11. The school currently provides education for 71<sup>1</sup> pupils and is led by a headteacher who is also the strategic head for two other primary schools in the Penllyn area. The school is situated approximately 4.5 miles to the north-east of Bala, between the villages of Cefnddwysarn and Llandderfel. The school was established as an area school in 1977 following the closure of Ysgol Sarnau and Ysgol Llandderfel. Several pupils from the neighbouring county (Denbighshire) also attend the School.

The school has been placed in Welsh Government Support 'Green' category for 2016. The Welsh Government defines 'Green' category schools as the best schools and those requiring least support.

These schools:

- are well-informed about themselves and decide on their priorities for improvement and implement them;
- team and staff show resilience;
- are awarded with a greater degree of autonomy;
- are challenged to make progress or maintain excellence; and
- possess the capability to effectively lead others (school to school support).

Following the last Estyn inspection held in 2015, the inspectors noted:

The school's current performance is **good** because:

- Teaching is excellent in the youngest Foundation Phase class and is good throughout the rest of the school
- Most pupils' standards of literacy and numeracy are good
- Nearly all pupils make good progress in their learning
- All pupils have a sound understanding of how to keep unhealthy
- All pupils behave responsibly and relate well to each other
- Attendance rates compare well with those of similar schools
- Learning experiences meet pupils' needs successfully
- The school's ethos creates a welcoming and happy environment

The school's prospects for improvement are **good** because;

- The school is sector-leading in the Foundation Phase
- The headteacher conveys a clear vision to staff, governors and parents and she has high expectations
- The governors' through understanding of the school's performance strengthens their role as critical friends

- Self-evaluation is effective and has led to improvements in standards and provision
- Teachers fulfil their roles and responsibilities effectively
- A range of partners have a positive effect on standards and provision
- The school is staffed appropriately and there is a good supply of resources
- The school provides good value for money

### School statistics summary

		Ysgol Bro Tryweryn	Ysgol Ffridd y Llyn
<b>School Location</b>		Frongoch, Y Bala. LL23 7NT	Cefnddwysarn, Y Bala. LL23 7HE
<b>Age Range</b>		3 – 11	3 - 11
<b>School Category</b> (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		C Community	C Community
<b>Language Medium Category</b>		Welsh	Welsh
<b>Number of registered pupils (January 2017)</b>	<b>Nursery</b>	10	0
	<b>Reception – Y. 6</b>	48	71
	<b>Total</b>	58	71
<b>Number of pupils previously on the register</b>	<b>September 2016</b>	58	70
	<b>September 2015</b>	52	64
	<b>September 2014</b>	49	64
	<b>September 2013</b>	43	66
<b>Capacity</b>		60	71
<b>Cost per pupil</b>		£3,386	£4,062
<b>School Budget (September 2017)</b>		£177,416	£284,352
<b>Estyn Inspection Result</b>		<b>November 2014</b> 2 x Good 1 x Outstanding	<b>February 2015</b> 3 x Good
<b>Buidling Condition Category (Council Criteria)</b>		B	B



## 5. What is a federation?

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**The term ‘federation’ describes a formal and legal agreement where more than one school, and no more than six, share governance arrangements and have a single governing body.**

A federation provides an opportunity for schools to work closer together, whilst retaining their individual ethos and character.

The principal features of a federation can be summarised as:

- Establishing a single governing body that will have an overview of both schools and replacing the current governing bodies (see **section 10**);
- Whilst both schools will continue to be separately funded in accordance with the Gwynedd Council formula, a federation governing body has the flexibility to use budgets in a manner that is best suited to meet both schools requirements;
- Staff appointments, including leadership and managerial posts, are jointly agreed and form part of the Federated Governing Body’s responsibility;
- The schools have the option of being led and managed by one headteacher;
- The schools entering the federation will retain their individual identity. They will remain accountable to the Local Education Authority.
- The schools will be individually inspected by Estyn with the timing of both schools inspections likely to be held concurrently.

## 6. Features of a successful federation

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An effective federation system should include a sense of shared identity between schools in areas that are geographically close, and create a sense of an inclusive community.

Schools should have a strong sense of common purpose and a joint vision to improve pupil attainment, achievement and progress.

A federation that works well should have a strong and clear management structure that enables the governing body and headteacher/s to strategically improve schools and show creativity when considering development and change for the benefit of the pupils and their communities.

Staff at all leadership and managerial levels in the schools should demonstrate mutual trust, and show openness, sincerity and a willingness to take joint action for the benefit of everybody within the federation.

In a successful federation, schools are willing to commit time and resources to ensure an effective and sustainable federation. A strong commitment is required to raise standards and achievements at schools within the federation and they should continually take action to improve their pupils progress.

## 7. What implications will a federation have on your school?

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The Local Authority is of the opinion that federation would provide the best method to support pupils, staff, and the communities of the schools involved in the proposal in the long term.

Federation has several other benefits, including stability of leadership at the schools through sharing a governing body and possibly a headteacher. A federation will also lead to co-ordination of the best use of school resources and budgets.

The federation of both schools **will not** lead to any significant changes for parents or pupils.

- Although both schools will share a single governing body, they will remain as two separate schools and retain their current names.
- Pupils will continue to be taught at the same schools and by the same staff.
- There will be no changes in school uniforms.

## 8. The Federation process

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Welsh Government guidelines for the federation process for maintained schools in Wales for governing bodies and Local Education Authorities list the following measures to maintain the federation process, including holding consultations on the option. Gwynedd Council follows this procedure:

**Step 1:** Receive an expression of interest from both schools governing bodies. The Local Education Authority holds further discussions with governing body representatives, reaching an agreement to consider the federation option, notify staff and unions, establish a working group and agree on a commencement date for the federation.

**Step 2:** Prepare a consultation document, agree on a governance structure, a name for the federation, consider staffing structure and the long-term development of the federation structure and discuss financial and human resources issues.

**Step 3:** Hold a consultation with both schools governing bodies and school councils to gather their opinions on the option to federate.

**Step 4:** School leaders, the Local Education Authority and governing bodies start considering and defining the leader's roles, prepare a proposed staffing structure and job descriptions for any new posts.

**Step 5:** Prepare a report to consider the responses and comments received during the consultation period and announce the final decision (on the Council website) whether or not to continue with the federation process.

**Step 6:** Prepare an instrument of governance, elect a governing body for the federation and start implementing the new management structure i.e. a single federation to replace the two individual schools.

## 9. Managing risks

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There are risks involved in any change and it is important to identify and address them. Federation may involve certain risks and it is important that the federal governing body recognise them and prepares strategies and implementation measures to reduce them.

## 10. The Governing Body's proposed composition

Regulation 25 of the Federation of Maintained Schools (Wales) Regulations (2014) states *'it is imperative that the measurement of government for a federation must specify the size of the governing body of the federation, being no fewer than 15 and no more than 27 governors.'*

This regulation refers to federation of between 2 and 6 schools. This implies that membership will be less for a federation of 2 schools than for 3-6 schools. For instance, the regulations state that at least one but no more than two parent-governors must be elected from every federal school. This implies a total of between 6 and 12 in a federation of 6 schools and between 2 and 4 in a federation of 2 schools, as in this instance.

Therefore, to comply with the Federation of Maintained Schools (Wales) Regulations (2014), every governing body which has federated two schools, as in this instance, should include a minimum of 15 and a maximum of 19 governors. The table below notes the numbers from each category permitted by Government regulations (left hand column) and what Gwynedd Council recommends for the new federation (right hand column).

Governor Category	Number allowed by the regulations	Notes	Local Education Authority Proposal
Parent (elected)	2 - 4	At least one but no more than two from both schools in the federation. An equal number from both schools not required.	4 (2 from each school)
Teacher (elected)	1 - 2	Perhaps, not all schools will be represented, but a process can be followed to ensure that both are represented if there are 2 on the governing body.	2 (1 from each school)
Staff (elected)	1 - 2	As above, for teachers.	2 (1 from each school)
Local Education Authority	2 - 4	They can be appointed to provide specific specialisation or to ensure that all sections of the community are represented.	2
Community	2 - 4	Appointed by the governing body to ensure that the governing body possesses the required skills to fulfil its tasks, or ensure that all sections of the community are represented.	4
Additional community Governors	1	Nominations received from some or all of the town/community councils in the federation. The governing body selects its governors from amongst the nominations received.	1
Headteacher	1-2	The headteacher can opt not to be a governor.	1
<b>TOTAL</b>			<b>16</b>

## 11. Leadership and staffing

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On 30 October 2017, based on projections, both schools budgets would imply that the individual schools current staffing structure could be maintained, namely:

### Ysgol Bro Tryweryn

Acting headteacher	1.0
Teacher	1.8

### Ysgol Ffridd y Llyn

Headteacher	0.3
Assistant Headteacher	0.7
Teacher	2.3

However, if federation arrangements are entered into, the federal governing body may decide to appoint **one headteacher** to manage both schools, whilst the current teachers structure noted above will continue at both schools.

Of course, staffing will need to be scrutinised annually in line with every other school, with the final budget being determined by pupil numbers.

## 12. Admission arrangements

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As no school will close as part of the federation process, admission to either school will continue to comply with Gwynedd Council's Admissions Policy.

## 13. What will happen at the end of the consultation period?

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At the end of the consultation period (6 July 2017) Gwynedd Council will prepare a report on the consultation including a response to any comments presented during the consultation period, as well as a decision on whether or not to proceed with the proposal to federate.

The report will be presented to both schools' governing bodies for them to consider the response to the comments made. The LEA will make the final decision on whether or not to continue they are going to continue with the federation arrangements, or whether the proposal should be amended.

The governing bodies, schools headteachers as well as all the parents and staff and any other interested parties will be notified of the Local Education Authority's decision.

## 14. Proposed Timetable

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**8 June – 6 July 2017**

Consultation with governing bodies and school councils of Ysgol Bro Tryweryn and Ysgol Ffridd y Llyn

**July 2017**

Gwynedd Council decide whether or not to proceed with the proposal to federate

**Yes**



**No**



The 2 schools remain as independent schools

**July – September 2017**

Establish a Governing Body

**30 October 2017**

Federation of the 2 schools commences

## APPENDIX A

### Federation – general information

<b>What is a federation?</b>
<ul style="list-style-type: none"><li>• A federation is a legal governance structure that enables between two and six schools to share a single governing body.</li><li>• The decision to enter a federation agreement is taken either by the schools governing bodies concerned or by the Local Education Authority.</li><li>• <b>Every school that is in a federation remains open in its community and retains its budget, character, school uniform, its admissions arrangements and individual ethos, and will receive an Estyn inspection.</b></li></ul>
<b>What benefits do pupils gain from federation?</b>
Federation provides many benefits - <ul style="list-style-type: none"><li>• Continue to gain access to specialist teaching, team sports and broader curriculum specialisation.</li><li>• Continue to share good practices, preparation materials and resources.</li><li>• Continue to provide special social opportunities for pupils.</li><li>• Continue to plan special opportunities for the pupils when bridging.</li><li>• Continue to develop, share and nurture knowledge and skills.</li><li>• Schools that enter a federation agreement remain in their communities and retain their individual identity.</li><li>• Add to the overall benefit, well-being and achievement of all pupils.</li></ul>
<b>How will the federation arrangements work?</b>
<ul style="list-style-type: none"><li>• There will be very few changes to the schools' day to day arrangements. The governing body and the headteacher will decide on the federation structure and implementation. These individuals are best placed to ensure that the federation's actions and arrangements tie in with each of the school's requirements.</li></ul>
<b>Will the teachers and pupils move from school to school?</b>
<ul style="list-style-type: none"><li>• Neither the current staff nor the pupils will be expected to travel from one school to another.</li></ul>
<b>Is entering a federation arrangement a money saving exercise?</b>
<ul style="list-style-type: none"><li>• No. It has to do with combining the schools' resources in order to continue to maintain excellent performance and standards of achievement and achieve more for the children's benefit, e.g. jointly provide funding for a full-time teacher, or support teachers.</li></ul>
<b>Will entering a federation arrangement lead to a school receiving less funding from the Local Education Authority?</b>
<ul style="list-style-type: none"><li>• No. Federation will not impact on how an individual school's budget is calculated - both schools will continue to have their own budgets, based on registered pupil numbers at the school plus any other factors. However, schools could combine or share their budgets. For instance, if the schools wished to appoint a full-time staff member, or upgrade sports equipment, every school could contribute part of the cost out of its budget.</li></ul>
<b>What are the financial benefits of federation?</b>
A federation can improve the schools capacity to achieve higher standards. Here are some of the benefits: <ul style="list-style-type: none"><li>• share the cost of purchase of goods and facilities;</li><li>• purchase in a manner that takes advantage of economies of scale and avoid duplication; and</li><li>• provide more opportunities e.g. release the headteacher to participate in strategy planning across the federation.</li></ul>
<b>Are parent-governors elected by the parents from their school only or by parents from every school in the federation?</b>
<ul style="list-style-type: none"><li>• Each school has to have at least one parent-governor elected by the parents at that school (or appointed by the governing body if there is no parent standing for election), <b>but a school is not allowed to have more than two parent-governors.</b></li></ul>

<ul style="list-style-type: none"> <li>If it is decided that each school should have two parent-governors, and if there is no parent standing for election at a specific school, or if there is only one standing, the federal governing body can appoint a parent-governor.</li> </ul>
<b>What evidence do you have that federations are a success?</b>
<ul style="list-style-type: none"> <li>A Welsh Government document contains several case studies that outline how those schools have gained from the federation process. An Ofsted report was published in England in 2011 'Leadership of more than one school - An evaluation of the impact of federated schools'. The report states, "at every federation visited, the federation of the schools was a factor that contributed to the improvement."</li> </ul>
<b>How will pupils admissions applications to the school work?</b>
<ul style="list-style-type: none"> <li>Admissions will not be impacted – parents will continue to make an application for each school separately and the Local Education Authority (Gwynedd Council) will continue to decide on admissions.</li> </ul>
<b>Why should schools enter a federation agreement?</b>
<ul style="list-style-type: none"> <li>Collaboration through a single governing body enables schools to maintain local education provision standards through sharing resources, staff, specialisation and facilities, as well as their good practices. The single governing body will be an effective framework and will be accountable for combining the schools' resources, including the staff and budgets, free up the senior manager's time, utilise economies of scale and improve efficiency.</li> </ul>
<b>Will my school lose its identity through entering a federation?</b>
<ul style="list-style-type: none"> <li>Schools in a federation agreement will not lose their identity although they will share a single governing body. The schools retain their separate legal status and have their own budgetary allocations and each individual school will receive an Estyn inspection. The schools will also remain in their community and retain their character, their name, their ethos and own school uniform. Although each school has its own individual budget and is accountable for it, the single governing body provides an opportunity to use budgets that are shared amongst the schools in the federation. Federation works on the basis that each school has its own particular strengths and benefits, whether in facilities, staff or resources.</li> </ul>
<b>Will my school lose its identity through entering a federation?</b>
<ul style="list-style-type: none"> <li>Schools in a federation agreement will not lose their identity although they will share a single governing body. The schools retain their separate legal status and have their own budgetary allocations and each individual school will receive an Estyn inspection. The schools will also remain in their community and retain their character, their name, their ethos and own school uniform. Although each school has its own individual budget and is accountable for it, the single governing body provides an opportunity to use budgets that are shared amongst the schools in the federation. Federation works on the basis that each school has its own particular strengths and benefits, whether in facilities, staff or resources.</li> </ul>
<b>What arrangements are in place for inspection of federal schools?</b>
<ul style="list-style-type: none"> <li>Estyn document 'When will the next school inspection be held?' provides federal school inspection guidelines. Education Regulations (Schools Inspections) (Wales) 2006 requires Estyn to inspect maintained schools every six years (although the Welsh Government is currently considering extending this to seven) and prepare an individual report for every school. This would also be suitable for schools in the federation. Estyn cannot delay a school inspection for longer than six years (or seven) since the last inspection <b>but can hold inspections in a manner that ensures that schools in a federation can be inspected during the same term, especially when the schools have the same headteacher.</b> Estyn would also consider applications from a governing body or Local Education Authority to inspect schools during the same term. <b>Estyn would also try and ensure that the membership of the inspection teams in a federation would overlap.</b></li> </ul>
<b>What happens to staff in a Federation? Will their Conditions of Service change?</b>
<ul style="list-style-type: none"> <li>In a federation, every staff member would be employed on the same conditions of service as the current ones and by the same employer. Whoever the current staff employer is will be the new employer under the contract of employment. As regards community schools, voluntary controlled schools, community special schools and maintained nursery schools, the Local Education Authority is the employer under the contract of employment.</li> </ul>

- Joint strategic and financial planning work should lead to being able to better safeguard posts during any period of combined squeeze and that best use can be made of specialist staff, recognizing that every support and teaching staff possess specialist skills and knowledge. Staff could learn from each other within a co-ordinated approach to ensure professional learning communities.
- Federal schools governing body can appoint new staff members to work at every school in the federation. That could include appointing a single headteacher to be responsible for all the schools in the federation, or appoint a Bursar or an individual who possesses financial management skills and/or business management skills, to supervise aspects of federation business other than teaching.

#### **Can time limitations be imposed on a federation?**

- Federation should be considered as a long-term commitment, and not as temporary. The Local Authority (LEA) or the governing bodies will have given detailed consideration to the benefits and risk associated with establishing a federation, including its impact on children and young people's achievement. A federation would establish strategic and implemented schemes to ensure the schools sustainability and development. Such schemes would be middle term and long term. However, 2014 Federation Regulations allows individual schools to leave a federation, and provides for the termination of a federation. If schools who were included in a federation established by governing bodies decided to leave the federation, then a written application should be agreed to when the federal governing body submit a proposal.

#### **What are the differences between federation of schools and combined schools?**

- If two schools merge, they can remain open in their community but will then be a multi-site school, with one name, one ethos, one budget, one identity, and one school uniform. The school would have one headteacher, and it is likely that staff would be dismissed or that they would have to re-apply for posts at the new school. At multi-site schools, the LEA could close one of the school sites and transfer the pupils to other sites, without undertaking any proposal issuing statutory process. In a Federation, the schools will remain open in their communities but will also retain their identity, their name, their ethos, character, budget and school uniform. The staff would also retain their posts.

#### **Could we change the school name or give the same name to every school in the federation?**

- One main spur for federation and one of its main advantages is that the schools do not lose their identity and name, but remain separate establishments. The name of every school in the federation, as well as the federation's name, will appear on the new tool of governance. A name for the federation will therefore require consideration.
- It is imperative that every school in a federation maintain its unique reference number and budget. It could be quite a complex and difficult matter if each of the schools decided to change its name and adopt a single name when being made accountable for separate budgets.

#### **What are the advantages and associated risks of establishing a federation?**

Belonging to a federation gives schools several advantages including learning and broader social experiences for children leading to improving pupils' performance. Schools will be able to share resources, best practice, facilities and specialisation. Greater emphasis can be placed on strategic leadership and management structures and staff will acquire new collaboration opportunities. Duplication of effort can be avoided and an opportunity provided to promote better economies of scale.

The following are amongst the potential challenges/risks when establishing a federation -

- Need to build trust between the governors and school communities
  - Ensure that both schools involved are fully committed
  - Need to implement and develop the plans and shared vision for the school
  - Clear leadership structures are essential
  - Need to ensure sufficient time for every member to feel comfortable about the proposed changes.
- Matters may arise involving governors, headteachers and staff who work between schools that relate to relationships and trust. The federal governing body should be aware of the potential risks and prepare strategies and implementation measures to ameliorate them.