



9.6.22 Governors' briefing

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Consultant & former HT
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Models of school leadership

Each school with a separate HT (traditional approach)

Job-share HTs (perhaps 1.1FTE)

Stand alone academies

Multi Academy Trusts (MAT) with a CEO & 'Head of school' roles

Formal collaborations (maintained schools with an Executive HT but separate GBs)

Federations (maintained schools with shared governance)



Governors core functions



Determine the vision, ethos and strategic direction of the school;



Hold the headteacher to account for educational performance of the school and its pupils, and the performance management of staff;



Overseeing the financial performance of the school and making sure the money is well spent.



Context



1. White Paper April 2022
2. Oxfordshire



Federations: An introduction for governors



What is a federation?

‘More than going out or even an engagement!’

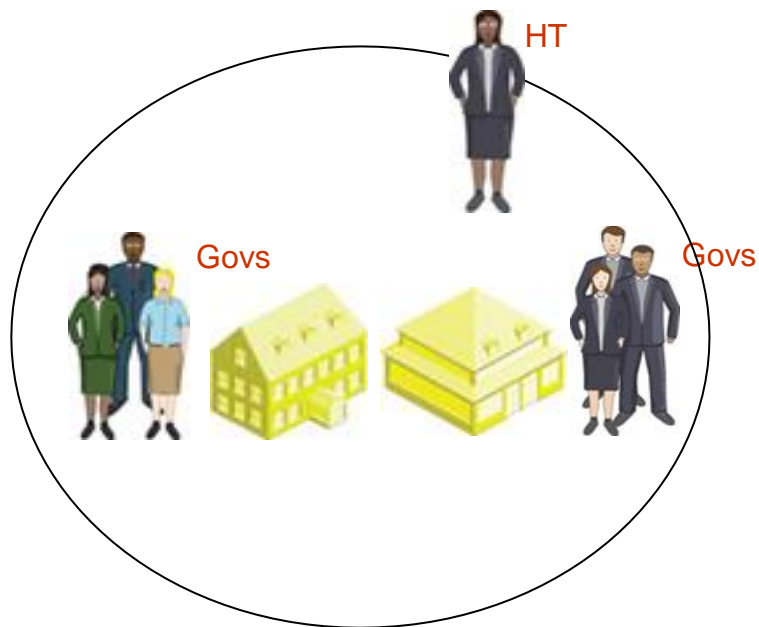
State maintained school under the LA with a formal agreement to bring together two or more governing bodies in one Instrument of Government

Not to be confused with collaboration or MATs

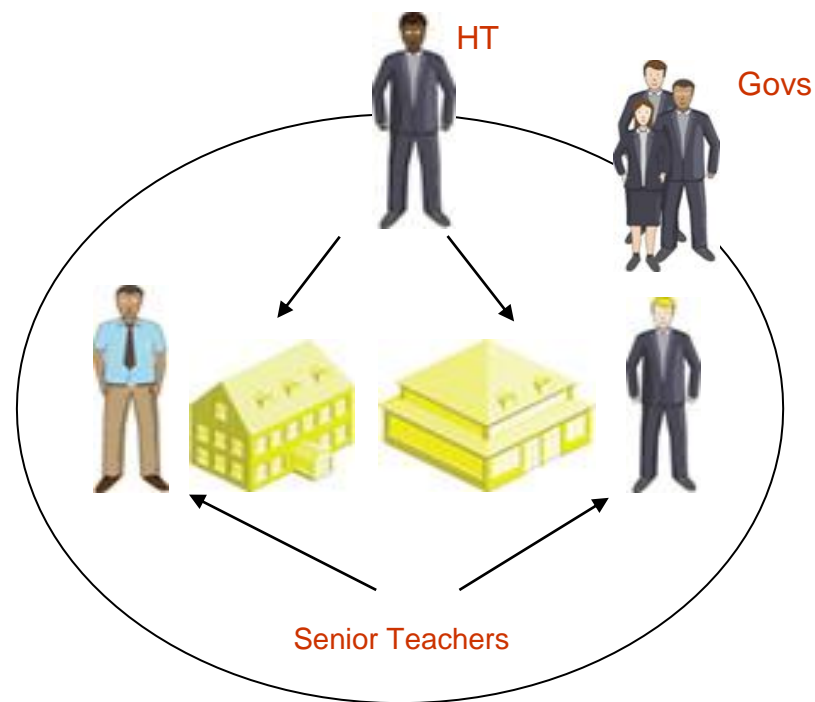


Formal collaboration v federation

COLLABORATION WITH
A SHARED EXECUTIVE
HT



'TYPICAL' FEDERATION WITH DELEGATED
LEADERSHIP (may be more than one EHT)





Ofsted

‘In 11 of the 13 federations where schools had federated to protect the quality of education, pupils were now enjoying an enriched curriculum and a greater range of opportunities and extra-curricular activities. In the two federations of this type where leadership was judged to be only satisfactory, insufficient attention had been paid in the early stages to the strategic purpose of the federation beyond protecting schools from closure.’

Leadership of more than one school: An evaluation of the impact of federated schools (2011)

Cracoe and Rylstone Voluntary Controlled Church of England Primary School

Cracoe, Skipton, North Yorkshire BD23 6LQ

Inspection dates

9 January 2019

Overall effectiveness

Good

Effectiveness of leadership and management

Good

Quality of teaching, learning and assessment

Good

Personal development, behaviour and welfare

Good

Outcomes for pupils

Good



Effectiveness of leadership and management

Good

- Interim leaders have acted effectively to bring about school improvement during a period of transition.
- Over the last term, the interim executive headteachers for the federation have improved financial planning and the management of resources. This has secured the sustainability of current staffing and resources. Leaders are using their expertise to develop a strategic plan for future sustainability.
- Interim executive headteachers have developed the role of subject leaders across the federation to the benefit of this school. They have strengthened the performance management of teachers and linked appraisal targets for teachers to the federation development plan. They are about to introduce the appraisal of support staff. Interim federation leaders do not always have a sharp enough evaluation of the impact of professional development on teaching and learning at this school.
- The new executive headteacher has an accurate understanding of the strengths and weaknesses of the school and has planned relevant professional development activities for the coming term.
- The school-based leader provides continuity of day-to-day management and is a valued reference point for pupils, staff, parents and carers.
- Teachers have taken effective action to improve aspects of teaching and learning and pupils' personal development. Staff are keen to do their best for pupils.
- Subject leaders for English and mathematics – based at other schools in the federation – have given effective guidance and professional development for staff at this school. Leaders have developed greater commonality in approaches to the curriculum and assessment across the federation. This has improved the teaching of writing and mathematics and the quality and consistency of the feedback that teachers give pupils.
- The federation's special educational needs coordinator (SENCo) – based at this school – uses funding for SEND effectively. The SENCo assesses pupils with SEND carefully and each pupil has a well-documented plan of support and extra provision. Leaders evaluate the extra provision systematically and review the impact accurately. In some cases, pupils with SEND accelerate their progress. In other cases, progress is still limited.



Why federate? (1)

Good outcomes for pupils; share expertise and knowledge

Broader curriculum & extra curricular activities

Improved teaching and learning – sharing staff and resources – shared CPD

Aids staff recruitment, retention and progression especially HTs

Financial issues



Why federate? (2)

Sharing of staff and resources, admin and teaching or SEND.

Shared CPD, career opportunities, staff development

Governors sharing good practice

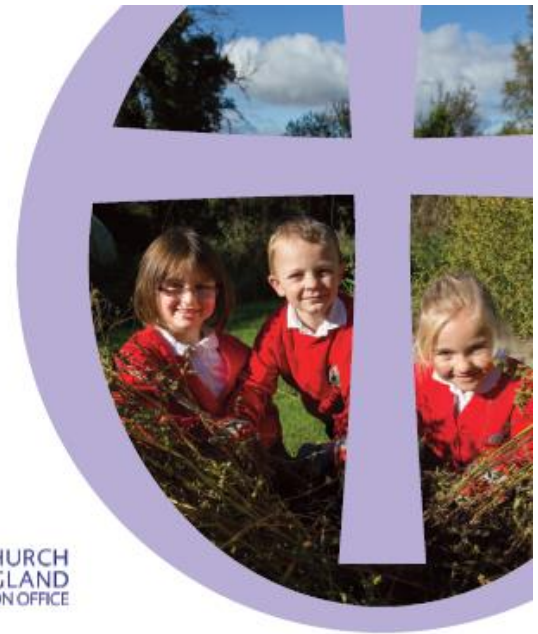
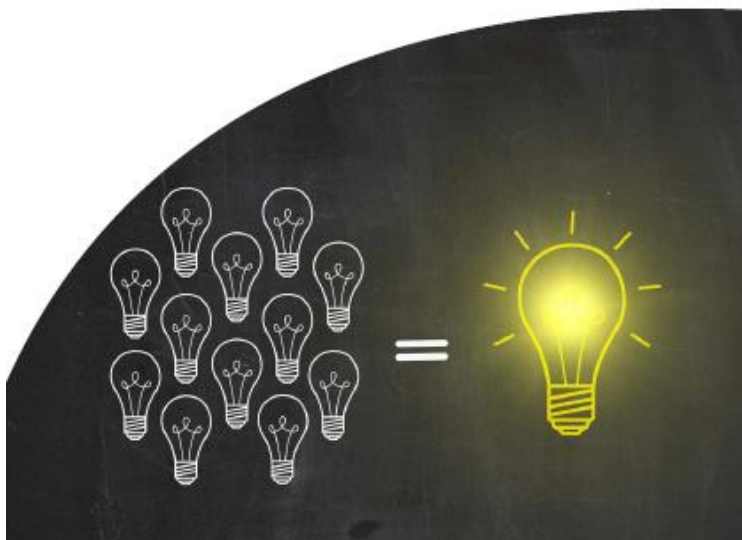
Cross phase federations can improve continuity and progress between school phases and reduce disruption to learning

HT wellbeing

What are others saying?



Collaboration:
the school leaders' journey



Embracing Change:
Rural and Small Schools

March 2018

www.churchofengland.org/education






What are others saying?

'I think federation needs to remain as an option for the remaining maintained schools who are more reluctant to embrace the academy option. Whilst federation does require due diligence and consultation, it could still be worth it in terms of encouraging maintained schools to embrace partnership and experience the benefits of more strategic governance. We [Devon] continue to have maintained schools who see federation as an option. We usually encourage our schools to first enter into a 'management partnership' [collaboration] with clear aims and a joint committee of governors to give them the 'try before you buy' option.'

LA Governance Officer



‘Whilst federations are a legal possibility still for governing boards, I think personally given the direction of travel from the White Paper governing boards should be thinking about how to gain the benefits of the collaboration they are seeking from joining a Trust. We are seeing some governing boards seeing federation are a pre-cursor to forming a MAT, not understanding fully the RSC position of building capacity within the existing system where possible. The White Paper doesn’t give enough detail about federations ...so I think it comes back to governing boards making decisions in the best interest for the children and the sustainability and future success of their.’

MAT Governance lead, Gloucestershire



Collaboration/federation – a good idea?

Good or better schools

Potential enablers

- Leadership opportunities – HT (e.g. non teaching) & developing middle leaders
- Pupil opportunities – curriculum, transition, moving between sites
- Shared expertise – e.g. subject leadership
- Shared CPD
- Recruitment & retention – more attractive
- **Potential** savings – HT salary, other staff groups in time, resources

Potential barriers

- Workload of EHT – especially when more than one GB
- Reluctance to engage (**'mind set'**) – staff/governors/community
- Duplication of key tasks – e.g. SEF, SDP
- Long term funding – truly sustainable?
- Pupil outcomes long term???? – impact of p/t/ HT
- OfSTED? How will they inspect & judge?

Sustainable schools



Who could we federate with?

- Know what you want
- What does your school need to improve?
- Consider shared values and type of schools
- Locality (less than half of your lunch break away – Lord Nash)
- Phase of school
- Talk and think





Other considerations



DUE DILIGENCE – BOTH
EDUCATIONAL AND
FINANCIAL



DO YOU HAVE A SHARED
VISION? IS IT CLEAR?



STAFFING STRUCTURES



BUDGETS CAN BE
SHARED SO CONSIDER
POSSIBLE
OPPORTUNITIES AND
OUTCOMES AND COST
THEM TO MAKE SURE
SUSTAINABILITY



Formal process

Set up	If you have not yet made a decision, set up a working group
Form	Form a joint committee across the schools
Write	Write a report with recommendations
Report back	Report back to the governing bodies
Talking	Keep talking



When ready, agree a written statement at the FGBs

Publish the formal proposal

Start formal consultation procedure, this must be 6 weeks

Hold meetings in the schools for parents and stakeholders to take part

Consider responses

FGBs take decisions separately

Formal notification to LA and DFE etc.



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Questions / reflections

