FEDERATION CONSULTATION DOCUMENT

RESPONSE TO QUESTIONS RAISED

Thank you for the many positive responses you have provided to the consultation. We thought it would be useful to address some of the questions that have been raised about the proposed federation. We hope you will find this additional information useful.

Please remember to submit your response to the proposed consultation before the deadline on 07 June. A copy of the response form is available on the school website.

1. Can you be more specific about the benefits to Broughton Primary School and its pupils?

The initial consultation document suggested that federation could enhance the curriculum for children. An example of this, if federation went ahead, would be for cross-school events in areas such as music, art and sports. West Tytherley, for instance, has outstanding areas for outdoor learning about the environment, which would enhance what we already offer.

The consultation document also referred to the opportunity of securing long-term excellence in school leadership. We believe federation will create opportunities for all staff, including the Head Teacher, which might help to retain them at Broughton school. We recognise too that schools need a regular flow of staff through the school for fresh thinking and enthusiasm to be maintained. If federation leads staff to want to progress in their careers beyond Broughton, then the chances of recruiting high-quality replacements will be increased by having the school as part of a federation. Emerging leaders will have the opportunity to make a positive difference across more than one setting and with a greater number of pupils.

The consultation document referred to opportunities to maximise the value of pooled resources. For example, we would be keen to secure savings where economies of scale arose – such as in IT provision or training and professional development for our staff.

The initial consultation document also referred to retaining the character and strengths of both schools. We recognise how important the character of our school is to all parents, and we fully intend to preserve the school's values of aspiration, courage, initiative and cooperation. We will also work to make sure Broughton remains the friendly, caring, rights respecting community school that it is, dedicated to high standards.

2. What arrangements would be put in place to manage an emergency at Broughton if the Headteacher was not on site?

Arrangements would not differ to those in place now, as there are already periods when the Head Teacher is off site, which do not relate to federation. All staff are trained to deal with emergency situations if they are the first person at the scene. The priority is always to ensure the safety of the children. The actions staff would take would be agreed between them, as appropriate. We have full confidence that existing decision making processes, already followed by the school staff would be in line with those followed by the Head Teacher. The HT would still have ultimate responsibility for the actions taken and for any reporting and follow up.

3. Can you provide more detail about the proposed leadership arrangements at Broughton, so that there are clear accountabilities for when the Head Teacher is not on site? Will there be a 'Head of School' position established?

Responsibility for decision making remains with the HT even when she is not on the Broughton site. In line with the risk assessment completed in January to cover arrangements for interim headship, responsibilities for taking action are devolved to other members of staff. Whilst the number of pupils at WT remains low, there is no immediate need for a Head of School in either setting. However, this will be reviewed by the Governing body and the HT later this year to ensure that the most appropriate appointments are made, as and when necessary. Following consultation with other schools that have federated, we believe it is best to take sufficient time to adopt a measured approach and to avoid making leadership appointments too hastily.

4. Will policies such as safeguarding and behaviour be aligned between the two schools?

Schools have several policies which cover a wide range of areas. Some of these are 'model' policies which are standard across the county and others are bespoke to each school. Safeguarding and behaviour are model policies which are subsequently adapted to meet the contexts of individual schools. This will remain the case should federation happen.

5. Will the absence of the Head Teacher have an impact on the children's behaviour?

To date, there is no evidence that the HT spending some time away from Broughton or at WT has had an impact on the behaviour of the children at Broughton school. The childrens' behaviour at Broughton is consistently excellent. When poor behaviour does occur, it is often the result of an event, usually with peers, which happens spontaneously. It is rarely a result of whether children perceive that an authority figure is present or not. All the teachers at the school have relationships with the pupils which mean that the children react positively towards them, listen to the teachers, and act appropriately. It can be effective when this is reinforced by the HT after a period of reflection. The HT is always consistent in ensuring that this happens; an approach that would continue.

6. Don't we already work collaboratively with other schools in the cluster?

We do, and we will continue to work with our wider cluster schools. It can, however, be hard to work across schools due to the variety of commitments in each school – which makes coordination difficult. In a federated school, organisation of collaborative events for pupils and staff can be regularly scheduled, and have greater impact, because leadership is provided in a single, coherent framework.

7. Will federation strengthen governance arrangements at Broughton?

Yes. If federation goes ahead, the new single governing body will be made up of individuals with a wide range of professional and personal backgrounds and experience. Discussions about federation have already created clarity about the competencies required, which will be of value to Broughton School whether federation goes ahead or not. The individuals who put themselves forward to become Governors will be committed to making the federation a success.

8. Why are there proposals for three 'Foundation' governors on the Governing body, and what impact will this have on the decisions affecting Broughton?

A combined Governance structure between Broughton and West Tytherley requires representation from Foundation Governors, because WT is a C of E school.

The three Foundation governors represent one from each parish, plus an *ex officio* position (Vicar). As the Vicar is the Area Dean for both West Tytherley and Broughton he is not favoured to either school, but instead would be eager to meet the needs of Broughton, as much as West Tytherley.

It is proposed to have 15 governors in total on the Federated governing body, so the three Foundation governors will not form a majority. While their role is in part to represent the Christian foundation of WT, they will bring other characteristics, skills, and qualities to the role for effective governance; wanting the best for the children and community as a whole rather than expecting to see all parents and children at church. Broughton school will remain a community school.

9. Would it be possible for WT to relinquish its Church of England status and become a rights respecting school like Broughton to make the schools' ethos more complementary?

There are legal and historical reasons for the church's involvement in any school, and these remain in place while the school is operational. There is no possibility that this situation will change at WT.