

Formal Consultation to establish a School Federation incorporating Gaer and Maesglas Primary Schools

21st June 2021 – 1st August 2021



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Foreword

Federation of schools is a legal process that enables between two and six schools to work together through a formal structured process by sharing governance arrangements and a single governing body that will make decisions in the best interest of all the schools, staff and pupils within that federation.

The governing bodies of Gaer Primary School and Maesglas Primary School have met individually and collectively with the Local Authority, and have confirmed that they wish to promote a formal federation between the two schools.

If approved, both schools will continue to maintain their own individual identities regarding name, culture and ethos and will continue to manage their own individual budgets. The arrangement merely involves establishing a single governing body to govern the two schools. The two governing bodies have worked collaboratively since April 2019 from which time one single Executive Headteacher has managed both schools. This arrangement has positively affected both schools, and these benefits are outlined later in this document.

The Local Authority is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having effective leaders in its schools is intrinsic to this. Newport's first federation was established in January 2020 through the successful creation of the *Eveswell and Somerton Primary School Partnership*. This proposal serves to build on the success of this arrangement.

This consultation document, jointly prepared by the two governing bodies and the Local Authority, therefore sets out proposed changes to the leadership and governance arrangements at Gaer and Maesglas Primary Schools. The main purpose of the document is to provide information to and gather views from identified stakeholders. The document should provide sufficient information to allow you to make an informed decision as to whether or not you support the proposal. A consultation response pro-forma is included within the document.

This proposal is being taken forward jointly by the two governing bodies and the Local Authority. We look forward to receiving your views.

Bev Flood
Acting Chair of Governors
Gaer Primary School

Barbara Williams
Chair of Governors
Maesglas Primary School

Sarah Morgan
Chief Education Officer
Newport City Council

The Proposal

The governing bodies of Gaer Primary School and Maesglas Primary School (the governing bodies), together with Newport City Council (the LA), proposes to use the powers granted under the **Federation of Maintained Schools (Wales) Regulations 2014** to establish **The Gaer and Maesglas Primary School Partnership** (the Federation).

The term ‘federation’ describes a formal and legal agreement by which the schools involved work together in formal partnership with shared governance under a single governing body. In establishing the federation, a new single governing body will replace the existing governing bodies of the two schools, and will have strategic oversight of both schools.

The two schools have worked on a collaborative basis since April 2019 and have shared a single Executive Headteacher during this time. The governing bodies have consulted with the LA and all parties are in support of the proposal.

The aim of the Federation is for the two schools to work in partnership to:

- Develop the excellent shared practice that guarantees outstanding experiences and increased opportunities for pupils and staff,
- Develop the common goals and reflective approaches to teaching and learning that will ensure that both communities benefit from a quality education, and
- Ensure significant positive outcomes and improved standards for both school communities.

The proposed name of the Federation is ‘**The Gaer and Maesglas Primary School Partnership**’, and if approved, will commence on 1st January 2022.

The Schools

Geographically the two schools are located less than one mile apart and both form part of The John Frost School cluster. The current collaborative arrangement commenced in April 2019 when the experienced Headteacher of Gaer Primary School was also appointed as the Executive Headteacher of Maesglas Primary School, initially on only a temporary basis until August 2021. This arrangement has been successful and has had a positive impact on both schools. This has led to both governing bodies expressing a desire to formalise the relationship between the two schools.

Both schools are 3-11 English-medium community primary schools, and Gaer Primary School is host to one 10-place Learning Resource Base class. The following key characteristics currently apply:

Characteristic	Gaer Primary	Maesglas Primary
Capacity (excluding Nursery)	420	245
Admission Number	60	35
Pupils on roll (excluding Nursery)*	423**	237
Free School Meals (FSM) – 3 year average (including transitional protection)	20.5%	39.4%

*January 2020 PLASC

**Includes pupils registered to attend the Learning Resource Base

For information, Local Authorities and Schools were not required to set Attendance Targets for the current academic year due to the uncertainties around the ongoing Covid-19 pandemic.

Changes to Welsh Government’s performance measures have resulted in the decision that pupil performance data is no longer reported. However, whilst there has been no national categorisation this year, Gaer Primary School has consistently been in a “green” support category in recent years.

This means that it is a highly effective well run school with strong leadership and clear priorities for improvement. Maesglas Primary School has improved from “red” to “yellow” under the current collaborative arrangements, an upward movement of two support categories. This demonstrates that the current arrangements are working well and have already supported significant school improvement. The Council anticipates a continuation of this upward trajectory under this current leadership arrangements.

Both schools work collaboratively within their cluster of schools, and the Executive Headteacher undertakes a Partner Challenge Adviser role for the local consortium, and mentors aspiring Headteachers as part of the NPQH programme. By entering into a formal federation, the two schools will continue to work together under this shared leadership to utilise their strengths to improve standards across the federation and together address areas in need of improvement. By federating under one governing body, there will be further opportunities for the current climate of trust, openness and willingness to work together to be cemented and enhanced.

Each of the two schools benefits from a full-time Deputy Headteacher, who both have a much reduced classroom commitment to support the Executive Headteacher when he is located at the other school. An overarching Leadership Team, comprising of the Executive Headteacher and both Deputy Headteachers, meet regularly to oversee the strategic planning of both schools. Each school also has a wider Senior Leadership Team. These teams meet regularly, independent of each other. There have also been numerous opportunities for these teams to meet and collaborate. This approach ensures that operational systems are robust and cater for the needs of both individual schools.

Shared staff training days provide both sets of staff with relevant continued professional development opportunities and reduces the overall cost to each school. A number of combined staff professional learning meetings have allowed for a shared strategic approach to developing a new vision and for curriculum design. There have also been a wealth of opportunities for staff to make effective links across the two schools to support continued professional learning.

Over the past two years, there have been numerous examples of ‘best practice’ that have been developed and then shared across the two schools, which has enabled both schools to deliver improved outcomes for learners. Staff have been able to share and develop skillsets and collaborate effectively to create a common approach towards many aspects of teaching and learning. Some of these areas are detailed below:

- ICT / Digital Competency Framework Implementation / Strategy
- ALN-ASD Friendly School Status / Communication Friendly School Approach
- Literacy - Texts to Inspire Writing
- Literacy - Accelerated Reader Programme
- Assessment for Learning - Feedback and Marking; Self/ Peer Assessment
- Thinking - De Bono’s Thinking Hats / David Hyerle’s Thinking Maps
- Guy Claxton’s Building Learning Power
- The Learning Environment
- Healthy Schools
- Eco Schools
- Nurture Schools Programme
- Music Provision - Strings Project
- Lead Creative School Programme

Both schools have also benefitted from a mirrored approach to strategic systems. These include:

- School Development Planning
- Self-Evaluation
- Professional Learning
- Performance Management
- Governance

Since the collaboration commenced, School Support Officers and Family, Community and Engagement Leaders have developed effective partnerships and shared good practice. Sharing best practice in supporting pupils with ALN, including those pupils attending the LRB at Gaer Primary School, has been a positive outcome of the collaboration. Staff across both schools have developed a common approach to ALN systems and strategies to support all pupils effectively. There is no evidence that there has been any disruption to learners or the learner experience on either site since the commencement of the collaboration.

Quality and Standards

Quality and standards in schools in Newport are monitored by Estyn and the LA. Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under Section 104 of the Government of Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.

Gaer Primary School was last inspected in July 2018 and received an "Excellent" judgement in all five inspection areas. The report described the quality of teaching as excellent across the school, and stated that there was a clear strategic direction for developing the school, with a very strong track record of improvement over recent years.

Maesglas Primary School was last inspected in November 2016. Current performance and prospects for improvement were both rated as "Adequate", and thus the school was placed on the list of schools requiring Estyn review. In June 2018 however, the school was judged to have made sufficient progress and was therefore removed from this list.

The potential impact of this federation proposal has been considered against the Estyn Inspection Framework as follows, with specific reference to the most recent categorisation reports produced by the Education Achievement Service for South East Wales (autumn 2019):

Standards – Standards are good or excellent across both schools, and this is an aspect that has particularly improved at Maesglas Primary since commencement of the collaboration. The federation proposal will not have a negative impact on this position.

Wellbeing and attitudes to learning – The pupils attending both schools enjoy attending school and show positive attitudes to learning. Provision for children with additional learning needs and those requiring intervention is considered as either good or excellent across both schools. The federation proposal will not have a negative impact on this position.

Teaching and learning experiences – Teaching and learning is good or excellent across both schools. The learning environment at Gaer Primary is described as outstanding, and reflects a coherent and consistent approach to teaching and learning. The learning environment at Maesglas Primary has changed significantly since the collaboration was introduced, and now also reflects a consistent and coherent approach to teaching and learning. The federation proposal will not have a negative impact on this position.

Care support and guidance – Both schools operate as inclusive environments. The most recent inspection judged care, support and guidance as excellent at Gaer Primary, and there is a strong support structure for mentoring, and a team ethos. Many of the excellent strategies developed at the school have now also been embraced at Maesglas Primary. The federation proposal will not have a negative impact on this position.

Leadership and management – Gaer Primary School is described as a school which benefits from strong and innovative leadership, and Maesglas Primary School as a school which has benefitted from strong and innovative leadership under the current collaboration arrangements. The wider Maesglas

Primary School community is supportive of the clear vision and strategic direction that now exists, and the collaboration has brought opportunities for other leaders within the school. Distributed leadership is developing appropriately. The federation proposal will not have a negative impact on this position.

Federation Regulations and Principles

The Welsh Government's policy objective is to promote collaboration between all parts of the education system to improve outcomes. School federation is a more formal way of extending collaboration and promoting closer working relationships and is the principal initiative for achieving formal partnership working amongst schools to improve performance and narrow the attainment gap for deprived pupils.

The federation of schools is a legal process that enables schools to work together through a formal structured process by sharing a governing body that will make decisions in the best interests of the schools, staff and pupils within that federation.

In order for a federation to be successful, there must be a commitment to work as a group of schools and a willingness to do things differently for the added benefit of all pupils, their wellbeing and achievements.

One of the advantages of federation is that the schools within the federation remain in their communities and keep their individual identities. However, one single governing body has oversight of, and equal responsibility for, the work of all schools within the federation.

The membership of a governing body for a federation of schools is almost identical to the membership of an ordinary governing body with representation from a variety of stakeholders. However, there is more flexibility in the proportions of representation of each category of governor. This means that a governing body of a federation can choose a constitution and membership that suits their particular circumstances as long as they meet the minimum (15) and maximum (27) numbers of governors set out in the regulations.

Schools in a federation will maintain their own delegated budget, name, character, school uniform and ethos, and will be able to explore the advantages of sharing resources such as facilities, IT, staff, school buildings etc. Any decision to federate will not however override the need for a LA to intervene or act on school improvement or school organisation issues where appropriate.

The key principles of a federated approach are as follows:

- There will be a single governing body with strategic oversight of all schools within the federation;
- Each school retains its name, category, budget, staff and remains in its community;
- Each school will have its own Estyn inspection, although increasingly these are co-ordinated to happen at the same time for all schools within the federation to minimise stress and disruption;
- The governing body of a federation can use resources and staff across the federation to improve the educational outcomes for all pupils, although an audit trail must be kept;
- Separate accounts are produced for each of the schools within the federation;
- The governing body of a federation cannot require existing staff to work across all schools, but they can negotiate with the school staff unions over whether flexible contracts can be introduced;
- New staff appointments can work across the schools in the federation.

The Consultation Process and Timeline

The ***Federation of Maintained Schools (Wales) Regulations 2014*** outline a statutory requirement to seek the views of stakeholders on federation proposals. This document therefore represents the responsibility of the governing bodies and the LA to consult with appropriate stakeholders.

Appropriate stakeholders for this purpose are as follows:

- The staff of both schools;
- The parents, carers and guardians of pupils attending both schools;
- The pupils attending both schools (exercised via the two School Councils);
- Teaching and support staff unions representing teachers and staff at both schools;
- Local Ward Members for both schools;
- The Headteachers of all schools within The John Frost School cluster area;
- The Education Achievement Service for South East Wales;
- Estyn.

Publication of the proposal and the consultation document will be via the Gaer Primary School website, the Maesglas Primary School website and the Newport City Council website. Hard copies will be available for inspection at all reasonable times at both schools.

Due to the current public health situation, and to help limit the spread of the Coronavirus, no stakeholder drop-in events are proposed during this consultation. Instead, any questions can be submitted by e-mail to school.reorg@newport.gov.uk or gaer.primary@newport.gov.uk or maesglas.primary@newport.gov.uk and Council officers and the two governing bodies will work together to generally provide a response within 7 days. This should enable stakeholders to submit informed responses to the consultation.

The consultation period will commence on Monday 21st June 2021 and will conclude at midnight on Sunday 1st August 2021. Stakeholders can share their views on the proposal by emailing the Local Authority at school.reorg@newport.gov.uk or by writing to either of the two governing bodies at the following addresses:

- The governing body of Gaer Primary School
Gaer Road
Newport, NP20 3GY
- The governing body of Maesglas Primary School
Maesglas Road
Newport, NP20 3DG

Following conclusion of the consultation period, a report will be prepared which will outline any comments received. In the latter half of the summer term 2021, each governing body will then decide whether they wish to put forward the proposal for formal approval by Newport City Council's Cabinet Member for Education.

During the Autumn Term 2021, the Council will support the development of an Instrument of Government (a legal document that records the constitution of a governing body) for the single governing body, and the election and appointment of governors to the federation as appropriate, including the new Chair and Vice-Chair.

The federation will take effect from 1st January 2022. The two existing governing bodies will subsequently cease to operate from this date.

Resources and Organisation Arrangements

Admissions

The admission arrangements for each school will be unchanged by this proposal, and the LA will remain the Admission Authority for both schools. Parents will be required to apply for a place for their child at the school of their choice, not at the federation, as each school will continue to operate as a separate and distinct establishment. In instances where an application made to one of the two schools is unsuccessful, there will be no automatic consideration of the other school unless parents have specifically outlined this when completing the application form.

Financial Position

Both schools are predicted to be in a surplus budget position at the end of the 2020/21 financial year. The latest information presented to the Council's Cabinet in January 2021 indicates that Gaer Primary School will have a closing balance of approximately £123,000, and Maesglas Primary School will have a closing balance of approximately £8,000. This demonstrates an improvement in the financial position at Maesglas Primary School, where there was a confirmed deficit balance of £18,822 at the end of the 2019/20 financial year. There has therefore been an in-year underspend in the region of £27,000.

School Places

There are significant housing developments taking place and planned for Newport, which will cause further pressure on primary school places across the city. The Council's 21st Century Schools Band B programme seeks to address the shortfall in demand at both primary and secondary levels. One of these housing developments, at Mon Bank, directly affects the Maesglas Primary School catchment area. Consequently, the Council's Band B programme includes a commitment to increase the capacity of this school from 266 pupil places to 315 pupil places, thus consolidating the school as a 1.5 form entry provision. The expansion is currently scheduled for the latter part of the programme but will be concluded by September 2024.

Alongside this, Maesglas Primary School is also benefitting from capital investment through a Welsh Government grant that will see the creation of a standalone nursery building on the site. These works are currently underway and the new facility will be available for use from September 2021. These projects, alongside the federation proposal, will support the availability and choice of high quality primary school places in the wider cluster area.

Transport and Travel

Safe walking routes to the existing school sites are already established. Under the Council's policy, free home to school transport is provided to all primary aged pupils of statutory school age who live 2 miles or more from their catchment school, or nearest available school. This proposal will not affect this arrangement.

Welsh in Education Strategic Plan

Both schools are English-medium primary schools. However, children attending Gaer Primary School and Maesglas Primary School will experience all aspects of the National Curriculum, including Cwricwlwm Cymraeg. Gaer Primary School and Maesglas Primary School have both achieved the Bronze Award for Cymraeg Campws, and will continue to work towards these milestones. However, the federation will have no bearing on the Council's plans to develop and promote Welsh-medium language provision across the City, and will not contribute to the Council's targets in relation to its Welsh in Education Strategic Plan or Cymraeg 2050.

Composition of the Governing Body

The membership of a governing body for a federation of schools is almost identical to the membership of an ordinary governing body with representation from a variety of stakeholders. However, there will be more flexibility in the proportions of representation of each category of governor. This means that a governing body of a federation can choose a constitution and membership that suits their particular circumstances as long as they meet the minimum (15) and maximum (27) numbers of governors set out in the regulations.

The regulations outline however that there is:

- At least one but no more than two parent governors representing each school;
- At least one but no more than two teacher governors for the federation;
- At least one but no more than two staff governors for the federation;
- At least two but no more than four LA governors for the federation;
- At least two but no more than four Community governors for the federation;
- The Head or Acting Head of the Federation.

The agreed composition of this federated governing body is therefore as follows:

Governor Type	Number
Parent	4
Teacher	2
Staff	2
LA appointed	4
Community	4
Headteacher	1
Total	17

The federated governing body can also appoint additional non-voting “observer” governors where appropriate and where specific skills or experience are required.

Benefits and Challenges

Benefits of a federated approach include:

- Consistency of teaching and learning methodology especially cross-phase;
- Reduced transitional dips in pupil performance;
- Streamlining of policies and structures, and a sharing of best practice, preparation materials and resources;
- Enhanced opportunities for pupil activities, both educationally and socially;
- Enhanced opportunities for staff professional development and increased opportunities for middle management development;
- Ability to choose a senior leadership structure which suits local circumstances leading to easier recruitment of staff;
- Opportunities for school leadership beyond a single school and the creation of new roles that can be shared across schools;
- Opportunities to maximise resources and professional expertise and achieve financial efficiencies from economies of scale;
- Builds knowledge, adds capacity and supports efficiency by providing an economy of scale for undertaking key activities;
- Promotes the broader welfare of students by offering potential for bringing together pastoral, health, careers, youth and other services to meet their all-round needs;

- Support for schools in difficulty, and an opportunity for schools with strengths to contribute to the learning of others;
- Support for school improvement by enabling schools to draw on the resources of other schools to tackle problems, share expertise, raise expectations and address the needs of particular groups of pupils;
- Possible easier recruitment of governors with fewer governor vacancies.

The keys to making this a successful federation will be:

- Building trust between the LA, the governing body and the school communities;
- Commitment of time and resources from both schools;
- A shared vision and common purpose of what needs to be done to improve attainment and achievement at all levels;
- A shared identity between the two schools eg., common aims on curricular and non-curricular activities;
- Clear leadership and management structures;
- Sufficient time for all parties to be at ease with the proposed changes with all parties feeling as equal partners;
- A sense of ownership by both schools;
- Good communication with parents and staff over the changes to be implemented.

Notwithstanding these benefits, the federation will no doubt create some challenges such as:

- An increased workload for governors during the inception and first year, and the potential loss of experienced governors;
- Opposition from stakeholders in the wider local community about the need for making the change;
- Concerns from pupils, staff, parents / carers and the wider community over a perception that one school is being taken over by the other;
- Frustrations over the time taken for change to be implemented and embedded;
- The careful balance between a consistent approach across the two schools and the need for each school to retain its own identity within the community it serves.

In this case however, it is not perceived that these will be significant barriers given that the schools have been working together collaboratively since April 2019. A fairness and equalities impact assessment is available on the Newport City Council website.

Alternative Options Considered

a) Cease the current collaborative arrangements

Advantages

- Two separate schools would continue to operate within their distinct communities.
- The two governing bodies would continue to operate in their existing forms.
- The Executive Headteacher would return to his substantive post at Gaer Primary School allowing him to focus solely on the needs of that school community.

Disadvantages

- The governing body of Maesglas Primary School would need to recruit a new Headteacher.
- A change in leadership could be unsettling for staff, pupils and parents / carers.
- The improvements created as a result of the collaboration could cease or reduce.
- Reduced opportunities for distributed leadership and collaboration for staff across the two schools.
- The cost of employing a Headteacher at each site could be prohibitive to one or both school budgets.

b) Extend the current collaborative arrangements

Advantages

- Continuation of the current arrangements would bring stability and enable further improvements in provision and outcomes.

Disadvantages

- Could be perceived as an interim measure, causing instability at both schools and reducing confidence in the collaboration arrangement.
- The regulations around informal collaboration are time limited (no longer than two years) and subject to regular review (*School Teachers Pay and Conditions (Wales) Document, paragraph 18*).

c) Take forward a school reorganisation proposal to amalgamate the two schools

Advantages

- One single school, budget, leadership structure and governing body.

Disadvantages

- Both schools would be closed to be replaced by a new single primary school.
- The history and traditions of both schools would be lost.
- Due to demand for school places and lack of capital investment opportunities, the school would need to operate over two sites.
- Likely to be negatively received amongst staff, pupils, parents / carers, governors and the wider local communities.

Frequently Asked Questions

What is a Federation?

A federation is a legal governance structure where between two and six schools share a single governing body. The schools will retain their individuality and name, ethos, budget and school uniform but could share resources, facilities and good practice.

Why should schools federate?

Working together through a single governing body structure enables schools to raise standards and maintain local education provision by sharing resources, staff, expertise, and facilities, as well as sharing best practice. A single governing body also provides an effective and accountable mechanism for schools to pool resources, including staff and budgets, release capacity in the senior management team and gain economies of scale and efficiencies.

Will my school lose its identity within a Federation?

Schools within a federation will maintain their individual identities but share a single governing body. Both schools will retain a separate legal status and will be subject to specific Estyn inspections. The schools will also remain in their community with their own characters, names, ethos and school uniform. Whilst each school receives and must account for its own individual and separate budget, there is scope, through the single governing body, to use pooled budgets across the schools in the federation.

What are the inspection arrangements for Federated Schools?

The **Education (School Inspection) (Wales) Regulations 2006** require Estyn to inspect maintained schools every seven years and produce an individual report for each school. This would also apply to schools in the federation. Estyn cannot move a school inspection to later than seven years but may carry out inspections so that both inspections take place in the same term. Estyn will consider requests from a governing body or LA to inspect schools in the same term and would try to ensure that the inspection teams for the schools in a federation have overlapping membership.

What happens to staff within a federation?

Within a federation, staff terms and conditions of service will remain unchanged. In this circumstance, the employer is the LA, although the governing body of the federation retains responsibility for delegated staffing functions i.e. staff grievance, capability, redundancy, staff disciplinary and dismissal matters and appointments. The governing body of a federation would also be able to appoint new staff to work across all schools in the federation.

Can a federation have a single Headteacher with responsibility for all the schools in that federation?

Yes, and this is the preferred model under this proposal.

Are parent governors elected by the parents from their school only or from parents across all schools in the federation?

In law, every school must have at least one parent governor elected by the parents at that school, but no more than two parent governors per school. It is reasonable therefore, that once the number of parent governors each school has is determined, the parents of only that school should vote in the parent governor elections. If no parents in a particular school stand for election, the federated governing body may appoint a parent of a registered pupil at the school; or the parent of a registered pupil from another school in the federation; or the parent of a child of compulsory school age as a parent governor.

Can a federation be time-limited?

A federation is a long-term commitment and not a quick fix. In taking forward this proposal, the LA and governing bodies have considered in depth the benefits and risks of establishing a federation in relation to the impact on children and young people's achievements. Nonetheless, the 2014 Federation Regulations do allow individual schools to leave a federation and for a federation to be dissolved.

What are the differences between school federations and school mergers?

If two schools merge they may remain open in their community but they become one multiple site school with a single name, governing body, Headteacher, ethos, budget, character and school uniform. It is possible there would be redundancies or staff would have to re-apply for posts in the new single school. In a federation, the schools remain open in their communities but they also retain their own individuality, name, ethos, character budget and school uniform. Staff would also keep their jobs and may have wider opportunities for further professional development by working across the schools in the federation.

Can schools establish a joint governing body before formally federating?

No. The federated single governing body comes into being on the date the federation comes into force, which must be at least 125 days from the commencement of the proposal to federate. This means that the governing bodies of the schools that are federating will have to have held elections for the core governors, i.e. parents, teacher and staff, and the LA will have to have appointed their LA governors. On the federation effective date, the newly constituted single governing body can meet and appoint their community governors.

Can we change the name of the school and or give all the schools in the federation the same name?

One of the key drivers and benefits for federation is that schools do not lose their individuality, name and identity and remain as separate establishments. The names of all the schools in the federation will appear on the new Instrument of Government as well as the name of the federation. All schools in a federation must retain their individual reference number and budget and it could become quite complex and confusing if all the schools decided to change their name and adopt a single name when they have to account for separate budgets.

Consultation Response Pro-forma

Establishment of a School Federation incorporating Gaer Primary School and Maesglas Primary School to be known as *The Gaer and Maesglas Primary School Partnership*

Your views matter. Please tell us what you think about the proposal by completing this response form and returning it to one of the addresses at the bottom of the form. Please note that any comments you make may be included in the consultation report that will be publicly available. The principles of the Data Protection Act 1998 will support any information you provide to us.

1. Do you support the proposal to establish a formal school federation incorporating Gaer Primary School and Maesglas Primary School?

Yes No

2. Please use this box below to provide any specific comments you might have on the proposal:

3. Do you believe that the proposal will have a positive or negative effect on opportunities to use the Welsh language?

Positive Negative No effect

4. If you answered “negative” to the previous question, what steps could we take to lessen or remove this and improve positive effects?

5. Do you believe that the proposal will treat the Welsh language less favourably than the English language?

Yes No

Please select your Ethnic group			
White British		Asian-Bangladeshi	
White Irish		Asian-Indian	
Any other White background (please state): _____		Asian-Pakistani	
		Any other Asian background	
Gypsy or Irish Traveller		Black Caribbean	
White and Asian		Black African	
White and Black African		Any other Black background	
White and Black Caribbean		Arab	
Any other Mixed background (please state): _____		Chinese	
		Any other ethnic group (please state): _____	
Asian-Bangladeshi		Prefer not to say	
Asian-Indian			
Asian-Pakistani			

Welsh language			
Do you consider yourself a Welsh speaker?			
Yes		No	
			Prefer not to say

Caring Responsibilities			
Do you care for children of school age?			
Yes		No	
			Prefer not to say
Do you care for children of pre-school age?			
Yes		No	
			Prefer not to say
Do you care for a dependent adult or child above school age?			
Yes		No	
			Prefer not to say

Print Name: _____

Category of respondent (e.g. parent): _____

If you are a parent, please outline which school your child (ren) currently attend(s):

Address: _____

Postcode: _____

E-mail: _____

Telephone: _____

Once completed, please return to one of the following addresses or alternatively send it by email to school.reorg@newport.gov.uk :

- Gaer Primary School, Gaer Road, Newport, NP20 3GY, or
- Maesglas Primary School, Maesglas Road, Newport, NP20 3DG

The closing date for your response is midnight on Sunday 1st August 2021.