



Consultation about whether to establish the Go Shine Federation

The Governing Bodies of the five schools in the Anglican School Partnership want to hear your views about their proposal to jointly form a Federation, which would be called the Go Shine Federation. This document provides more detail about why this is being proposed and how to respond. This proposal has been developed by Governors and Clergy from across all five schools following extensive discussion, including with both Local Authorities and the London Diocesan Board for Schools who are responsible for church schools. The consultation ends at midday on Monday 24th February 2025.

What is being proposed?

This consultation is about a proposal to establish a Federation that would involve the five schools who currently form the Anglican School Partnership:

- St George the Martyr Church of England Primary School;
- St George's Hanover Square Church of England Primary School;
- St James & St John Church of England Primary School;
- St Luke's Church of England Primary School; and
- St Mary's Kilburn Church of England Primary School.

The schools are all Church of England schools, owned by the Church and supported by the London Diocesan Board of Schools (LDBS) and maintained by the local authority in which they are situated (Westminster Council for St George's Hanover Square, St James and St John, and St Luke's and Camden Council for St George the Martyr and St Mary's Kilburn).

Annex 1 provides summary information about the proposed federation, and Annex 2 provides the proposed vision for the federation.

In November 2024 each of these Governing Bodies gave in-principle approval for the federation and approved undertaking this consultation. The responses from this consultation will inform the final decision of each Governing Body.

Why is this being proposed?

The Governing Bodies believe that being part of the partnership – rather than operating as stand-alone schools – is the reason why the majority of schools in the partnership have been judged as Outstanding by Ofsted and also judged as outstanding through the Church of England inspections (known as SIAMS). This means that our pupils have one of the best educational offers in the country.

The Governing Bodies believe that strong partnerships achieve their success because:

- Strong partnerships such as ours have a large number of staff working for them. This means that there are more really excellent people (curriculum teams) to write and continue to review our curriculum so that it remains of the highest quality.
- All of the curriculum planning is developed across the partnership, which both improves its quality (as more people are involved) and reduces workload for individual teachers significantly.
- Our Partnership schools also reduce workload and grows expertise for leadership, including of early years, phonics, Special Educational Needs and Disabilities (SEND) and Year 6, through shared working across the schools. This helps the schools retain and develop staff.
- Schools in partnerships are attractive to ambitious staff, who are looking for organisations who can provide them with coaching and mentoring and the ability to develop.
- Leaders of the future want to work in schools within a partnership because they are well supported with the challenges that leadership brings and are not alone.
- Schools in a partnership maintain their highly effective culture when a leader moves on because we are able to 'grow' our own leaders for the future. These people absolutely understand how the best schools operate and have had a long apprenticeship within our organisation. When these 'home grown' staff are appointed to senior leadership roles, children, staff and parents feel confident that the school will continue to excel.

The partnership has more capacity, expertise, and sustainability than individual one-form entry schools. This enables us to be more effective. The greater scale also allows us to offer more opportunities for staff development and progression, so helping us retain staff and also be attractive to new staff if we need to recruit.

The Go Shine Federation would prove a secure, longer term spiritual and academic community for our pupils and staff, enabling them to flourish.

In summary, establishing the Go Shine Federation:

1. Reflects the London Diocesan Board of Schools (LDDBS) policy for partnerships that intend to continue for the long-term to be secured as a federation;
2. Secures the existing partnership, enabling collective, strategic, effective planning;
3. Secures leadership capacity and structures for the schools, improving succession planning;
4. Embeds the financial benefits that have been accrued through partnership, in particular in relation to leadership structures and financial planning / management;
5. Enables governance and leadership to both operate across the federation, improving collaboration and collective responsibility; and
6. Does not preclude future changes, such as schools joining or leaving the federation.

What is a Federation?

A federation is two or more local authority maintained schools operating under the governance of a single governing body. Each federated school is treated as an individual school, meaning it:

- keeps its existing DfE category and does not gain, lose, or change its religious character through being part of a federation;
- continues to have its admissions determined by the appropriate admission authority;
- will receive individual budgets; and
- is inspected individually by OFSTED.

In all respects other than governance, the Partnership already operates in a similar style to a federation – i.e. a shared vision / culture / ethos, shared executive leadership, consistency of policies and procedures, aligned school business systems and approaches.

What would the implications be for pupils and their families?

On a day-to-day basis pupils and families would notice no difference. This is because the partnership already has a consistent approach to curriculum, pedagogy and assessment, and has already developed and adopted consistent policies and practices in areas such as behaviour, attendance, and special educational needs. These would continue into the federation. The ethos and expectations would remain as they are now.

There is already a partnership leadership team, consisting of Mr Webb as Executive Headteacher and a Head of School for each school. This would continue into the federation.

The current individual school name, school uniform, timings of the school day, and school term dates would all continue if the federation is formed.

Establishing the federation is about securing the existing partnership so that it can plan with confidence for the future. In all areas besides governance, the partnership already operates like a federation.

How would the federation be governed?

A new Federation Governing Body would replace the five existing Governing Bodies (which would automatically cease on the date that the federation becomes operational). The Federation Governing Body would be responsible for all five schools. Annex 1 includes the proposed structure of the Federation Governing Body and the process for appointing the governors.

There would also be a Local Advisory Board (LAB) established for each school, which would include elected parents and staff as well as appointments from the Parochial Church Council (PCC) including the current clergy. The LAB ensures that the close relationships between the school, parish clergy, and PCC continue.

Annex 3 provides more information about the proposed governance arrangements, which have been developed with and agreed by Governors, Clergy, LDBS and local authorities.

How would the federation be led? What are the staffing implications?

There would continue to be one Executive Headteacher leading across all five schools. The Head of School would continue at each school.

Staff at each school would remain at that school, with their employment transferred from their current Governing Body to the Federation Governing Body through a TUPE process (Transfer of Undertakings (Protection of Employment) Regulations). TUPE has the effect of transferring all of an employee's contractual terms and conditions – i.e. salary, allowances, annual leave, working hours etc. There would be no restructure, redundancies, or financial detriment for any staff as a result of forming the federation.

What could happen in the future?

If the federation is formed, there would be no plans to grow it beyond five schools since that is considered to be the most that an Executive Headteacher can effectively lead. There are

mechanisms whereby a school can choose to leave a federation and also for the schools to collectively decide to end the federation and return to having separate Governing Bodies. It is also possible for a local authority or the Governing Body to propose the closure of a school within a federation.

What other options are available?

Other options available to each Governing Body are:

- To continue with the current arrangements – this option is not compatible with LDBS guidance that encourages formalisation of partnerships if they are intended to be long-term.
- To end the Partnership and act as separate schools – this is not considered to be in pupils' best interests due to the educational success of the schools and its positive impact upon the financial position of each school.
- Establish a multi-academy trust, or join a multi-academy trust, instead of a federation – establishing a federation does not preclude either forming or collectively joining a multi-academy trust in the future. It secures the partnership between the schools while remaining LA maintained schools which is considered appropriate.

Who are we consulting?

We are consulting staff, parents and carers, local authorities, London Diocesan Board for Schools, our Parochial Church Councils and Deaneries, our ward councillors and MPs, trade unions, associated professionals, and other interested parties. Any individual or organisation is welcome to respond to the consultation.

How to have your say

You are welcome to share any comments or questions with us by:

- Completing the online feedback form that is available [here](#) or from the website of each school; or
- Completing a paper copy of the feedback form (issued to parents with the consultation pack and available from each school office); or
- Meeting with the Executive Headteacher, Harvey Webb, at the parent drop-in session in each of the schools or by arranging a meeting through the school office.
- Writing to the Executive Headteacher, Harvey Webb, at the postal address of any of the schools.

The consultation ends at midday on Monday 24th February 2025.

What happens after the consultation?

All responses to the consultation will be carefully considered by each Governing Body before they each independently make a decision about whether they wish to form the Go Shine Federation.

If all five Governing Bodies decide to form the federation, we would notify all staff and parents / carers as well as other organisations as required by the Department for Education. The Federation Governing Body would be established during April / May 2025, alongside the TUPE process for the transfer of staff to the federation, ready for the federation to become operational on 2 June 2025.

If any one or more Governing Body(ies) decide not to form the federation, the remaining schools would need to decide how to proceed. If they still wished to form a federation, they would need to reconsult on a revised proposal involving the schools who were still interested.

Annex 1: Summary information regarding the proposed federation

The following table summarises key information about the proposed federation.

| | |
|--|---|
| Proposed name of the federation | Go Shine Federation |
| Schools proposed to be within the federation | <ul style="list-style-type: none"> • St George the Martyr Church of England Primary School; • St George’s Hanover Square CofE Primary School; • St James & St John Church of England Primary School; • St Luke’s CofE Primary School; and • St Mary’s Kilburn Church of England Primary School. |
| Proposed date for the federation to become operational | Monday 2 nd June 2025 |
| Proposed composition of the Federation Governing Body | <ul style="list-style-type: none"> • The Executive Headteacher (who is the legal Headteacher of each school proposing the federation); • Two parent governors elected by parents from across all the schools; • One staff governor elected by staff from across all the schools; • One governor nominated by the local authority; and • Eight foundation governors: <ul style="list-style-type: none"> ○ 3 appointed by London Diocesan Board for Schools; ○ 2 appointed by Camden Deanery Synod; ○ 2 appointed by Westminster, Paddington Deanery Synod; and ○ 1 appointed by Westminster, St Margaret’s Deanery Synod. • Total number of Governors: 13 <p>Where a Deanery can appoint 2 Governors, they are encouraged to appoint at least one lay individual based upon skill sets from the parishes.</p> |
| Employer of staff | All employees of the current five Governing Bodies who would be employed on the date that the federation becomes operational would transfer their employment to the Federation Governing Body through a process governed by the TUPE regulations. All staff employed after the federation is operational would be employed by the Federation Governing Body. |
| Admissions authority | The Federation Governing Body would become the admissions authority for each of the schools within the federation (this role is currently held by each Governing Body as a Voluntary Aided school) |

Annex 2: Proposed vision for the Go Shine Federation

Go, shine in the world and live as Jesus lived
Our vision is based upon Matthew 5: 14-16

Our Vision for the Go Shine Federation

- **Every teacher is a great teacher; every school is a great school.** We aim to maintain excellence in all aspects of our work.
- **All pupils will make good or better progress** and will be properly equipped for the next stage of their education.
- **Learning environments are** of high quality where pupils feel **safe, known, valued and motivated to learn.**
- **Curriculum provision is bespoke**, broadens horizons and inspires our pupils to become successful learners, confident individuals and responsible citizens.
- **Our learning community provides** opportunities for growth for pupils, staff and families.

Our Approach

Expectations

- We believe passionately in improving the life chances for all our pupils.
- We have the highest possible standards and will use our resources and expertise to unlock learning in all its facets for all our children. No barrier is too great; no learning is left behind.
- Skilled teachers use the most effective teaching methods to motivate learners and raise aspirations.
- Our schools are special places to work. We want to attract and retain staff at all levels that are willing to think flexibly, work with rigour and precision and go the extra mile.

Partnership

- We work in partnership, pooling our expertise and resources in order to achieve collectively what we may not be able to achieve individually.
- We promote collaborative approach whilst developing the capacity of each school to serve its own community and retain its distinct identity.
- We have developed approaches which we know make the most significant impact on pupil outcomes. These are well considered systems, approaches or policies which can be implemented in a range of settings with the appropriate levels of support.

Leadership

- Our leadership structure aims to make the most of our shared resources, maintain high expectations and secure high standards.
- We build leadership sustainability by spotting talent and creating opportunities for staff at all levels to receive high quality training and leadership experiences.
- We seek to maximise the efficiency and effectiveness of each school by capitalising on centralised services and sharing systems and procedures.

Growth

- We are able to offer excellent professional development for current practitioners, leaders and future recruits to the profession.
- Teachers have many opportunities for professional growth through our development and programmes.
- Staff, pupils and families have opportunities for growth through links with our partners, schools and a wide range of enrichment activities.

Annex 3: Governance of the Go Shine Federation

Federation Governing Body

On the date that the federation becomes operational, the existing Governing Body of each of the schools joining the federation would automatically cease and the federation Governing Body would be incorporated.

The composition of a federation Governing Body must comply with Department for Education regulations. The following proposed composition of the federation Governing Body has been agreed with LDBS:

- The Executive Headteacher (who is the legal Headteacher of each school proposing the federation);
- Two parent governors elected by parents from across all the schools;
- One staff governor elected by staff from across all the schools;
- One governor nominated by the local authority; and
- Eight foundation governors:
 - 3 appointed by London Diocesan Board for Schools;
 - 2 appointed by Camden Deanery Synod;
 - 2 appointed by Westminster, Paddington Deanery Synod; and
 - 1 appointed by Westminster, St Margaret's Deanery Synod.

Where a Deanery can appoint 2 Governors, they are encouraged to appoint at least one lay individual based upon skill sets from the parishes.

Each Deanery would be able to appoint one governor per school within the federation, and LDBS appointments help to ensure an appropriate range of skill sets on the Federation Governing Body.

Terms of office for all Governors would be four years, with the exception of the Executive Headteacher who would be ex-officio.

This structure would be established in a new Instrument of Government, which would be legally made jointly by Camden Council and Westminster Council, who would also jointly nominate the LA Governor. This approach recognises the desire of both Councils to retain a close relationship with the Federation.

The Federation Governing Body would be established as a new Governing Body. There is no 'right of transfer' from the existing Governing Bodies. Therefore for the Federation Governing Body:

- The Executive Headteacher would be an ex-officio Governor ();
- Nominations would be sought for the parent and staff governor roles from the communities of the schools forming the federation, with elections held if required (NB As is currently the case, parent and staff governors do not represent parents or staff, they do bring the perspective of a parent or of a member of staff to the GB);
- The local authorities (acting jointly) would propose the local authority governor (who would be appointed by the Federation Governing Body); and
- The foundation bodies would each appoint their governors.

The Federation Governing Body would have the same legal responsibilities as each current Governing Body, but for all schools within the federation. The focus when seeking Governors (whether for foundation appointments or via parent or staff nomination) would be to secure individuals with the capacity to undertake the role, a commitment to the federation as a whole and all of the children that it serves, and for the Governing Body collectively to have an appropriate breadth of skills and experience.

There would be a LINK Governor for each school, who would be a foundation governor. The link governor would sit on the Local Advisory Board (LAB) for the school.

Local Governance

As there would be one Governing Body for the federation, it is imperative that it establishes effective mechanisms for engagement with pupils, staff, parents, and the local church / PCC across all federation schools so that there is both a collective responsibility but also an awareness of the specific context of each school and the views of each stakeholder group at each school.

To achieve this, a Local Advisory Board (LAB) would be established for each school. The LAB would consist of Local Advisory Governors for each school within the federation.

The following proposed composition of each LAB has been agreed with LDBS:

- The Executive Headteacher. This can be delegated to the Head of School;
- One elected member of staff;
- Two elected parents;
- 6 Foundation appointments:
 - The LINK Governor from the FGB (who would be a foundation governor);
 - One appointed by LDBS; and
 - 4 appointed by the PCC and would be expected to include the parish clergy (usually the incumbent). Where a school serves more than one PCC, each PCC would appoint 2 LAB Governors and these would be expected to include the parish clergy (usually the incumbent).

The remit of the Local Advisory Board would be to:

1. Champion and foster the Federation's mission and principles in the school;
2. Support and hold the school to account for the implementation of the school's vision, aims and objectives;
3. Consider feedback from the school community (pupils, parents and staff in particular);
4. Have a good knowledge of the school, its standards, its strengths and its areas for development through receiving and considering information from the Executive Headteacher and Head of School;
5. Engage in the development of federation policy, procedure and practice in partnership with other LABs and the Federation Governing Body;
6. Communicate its advice and recommendations to the Federation Governing Body termly through the minutes of LAB meetings and verbal reports from the LINK Governor;
7. Raise a Formal Concern with the Federation Governing Body if necessary.

The LINK Governor would undertake the statutory safeguarding and SEND checks at the school on behalf of the Federation Governing Body.

The remit provides the ability for the LAB to be accountable to the Federation Governing Body while also being able to make recommendations and, if necessary, raise a Formal Concern that the Federation Governing Body must respond to.

In addition:

- Regular meetings with the school linked parish clergy would continue; and
- Partnership with parents would continue in the usual way through 'Friends of the school' activity (PTA), parents working alongside children in class, Academic Review Days, parent questionnaires and presentations to parents.